

THE AMERICAN School Board Journal

Founded March 1891 by WILLIAM GEORGE BRUCE

Volume LIX, Number 1

JULY, 1919

Subscription, \$2.00 the Year



IN DELAY THERE LIES NO PLENTY.



THE WOLF AT LAST?

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"Bolshevism! Bolshevism!" as a rallying cry for the forces of opposition is as ineffective as the "Wolf! Wolf!" of the fable. Yet what proclaims more effectively than this much-abused word the procedure of the latest self-seeking movement which aims to make the public school its plaything?

"The number of teachers' unions in the American Federation of Teachers affiliated with the American Federation of Labor," says School Life, an organ of the Federal Bureau of Education, "has grown from 23 on July 1, 1918, to 72 on April 30, 1919."

Is this Bolshevism in the very corner of our democracy where Bolshevism is most to be feared and least to be expected?

I am not an enemy of trade unionism. But without qualification I believe that trade unionism applied to the teaching profession is a basis for the disruption of such a democracy as ours as perfectly conceived as can be put into easy and effective action.

It is a fundamental principle of trade unionism, in theory if not always in practice, that a balance of power shall be created between massed capital on the one hand and massed labor on the other whose effect shall be the equitable distribution of the economic wealth their cooperative efforts produce. The lockout, or the strike, is a form of combat in which that group longest able or willing to remain economically unproductive is the winner. Society shares the economic burden of the combat.

Whatever its original purpose, sooner or later the teachers' union is certain to adopt these methods. What an unfortunate struggle the teachers' strike becomes! A combat between the school and society in which the child is thrust between the combatants and becomes the scapegoat of their quarrel!

The wrongs which the American teacher has suffered are serious. She has been ill paid. Her work has not brought her the social recognition she has merited. The sharp demands of business have drowned out her pleas in legislatures. In desperation she turns to the armor of trade unionism.

Public education is the dike which guards democracy from inundation by the ever-ready seas of ignorance. Whatever his grievance, dare any man choose as a weapon for its correction the threat to inundate all society by abandoning his post at the dike? That is the means by which teachers' unions must eventually gain their ends.

Education is a function of the state, exercised by the state for the protection and benefit of its members. These members in their several communities choose school boards composed of laymen whose function is to state the educational policy of the community within the limitations of the finances available.

These boards, in turn, appoint executives known as superintendents of schools, whose duty is to pursue that educational policy in the man-

ner which training and experience indicate to be the most efficient.

The teaching staff which the superintendent of schools selects and recommends to the board for employment constitutes the largest factor in the efficiency of his development and application of the policy of the board, the agents of the society which that policy aims to serve.

Present practice recognizes the desirability of attendance on meetings of the school board by the superintendent. It recognizes the desirability that he be ready and free to initiate business, to discuss matters before the board, to serve, in short, as an expert adviser. It might also be desirable to recognize the merit in a system of representation of the teaching staff which would enable the board to ascertain directly their opinions.

We note clearly, however, that present practice does not give the superintendent of schools a vote on measures before the board. Society wishes no interference from its executives in the expression of its desires. The executive is a servant. Tho he be a prophet, he should never become a dictator. To give the superintendent a vote in the activities of the school board would be to err in this direction.

Yet consider the expressed purpose of the teachers' union. Says School Life:

"Among the chief aims of the teachers' unions, as described by Charles B. Stillman, of Chicago, president of the American Federation of Teachers, are 'democratization of the schools and fair working conditions for teachers.' While securing better salaries has been one of the leading motives in the movement to affiliate with organized labor, even greater prominence has been given to what the teachers consider an autocratic attitude on the part of the boards of education.

"We insist," says President Stillman, "that boards of education have no proprietary right in the schools. They should be proud to consider themselves with the teachers, fellow servants of the public. Therefore we demand a voice in the government of the schools, (1) thru representation in the school boards; (2) thru teachers' councils in every school, consisting of chosen representatives of the teachers, who shall be consulted by the authorities on all questions affecting teachers or pupils; and (3) the election of school boards by popular vote. And we demand in behalf of the children of this land, free discussion of public questions in the classroom. It is impossible to make good citizens without discussing the problems of citizenship."

The teacher is no more entitled to a vote in the affairs of the school board than is the superintendent. The teachers are the servants of the future members of adult society who constitute the schools. In determining the basis for any compromise between conflicting interests the interests of that society must be safeguarded first.

"Democratization of the schools" is sounding brass if it means that the servant of society can also be a dictator to society. This is what "representation on the school boards" implies, as Mr.

Stillman makes it clearly evident that he means it. This is what the type of "consultation" means, with its implied threat of coerced deference, which the teachers' unions would have between the school board and the teachers' councils.

The teacher's grievance is not to be corrected in this way; nor is it to continue unabated. The old law of supply and demand is today acting more powerfully than any artificial force to effect a remedy.

In the last analysis the strike is the only weapon of the trade union. A strike by a teachers' union would be a coercion of society of today by a blow at the interests of society of tomorrow. This is Bolshevism, which is nothing more or less than a state in which servants of society assume dictatorship of society to gain personal ends.

Will the teachers of America follow such a course; or will they, in reverence for the sacredness of their service, seek their worthy ends thru methods more in keeping with the ideals of American democracy?

SEATS FOR SMALL CHILDREN.

Mary McNabb Johnston.

"Your children are very restless, Miss Meek," said the visiting critic.

"I know that," humbly admitted the inexperienced teacher of the junior first grade.

She longed to say something in her own defence but Miss Critic had not called to hear excuses. And anyway Miss Meek lived in hope that she would soon quit teaching forever. She was taking a business course at an evening commercial school.

At recess she told her troubles to her neighbor in the next higher grade.

"Never mind, dear," said the older woman. "From what I have heard lately, Dr. Lovejoy has something up his sleeve. He has been protesting for a long time against the seats that the tots just out of the kindergarten are caged in. I understand that the school board has given him leave to experiment, out of his own pocket, on seats for the first and second grades."

It was even so. Next morning a load of little chairs and tables were placed on a wide cemented space on the north side of the big school. The teachers and pupils of the first and second grades were sent outside with their working material until the seats and desks were unscrewed from the floor. It was the middle of June and a very warm day. No child showed any reluctance on the way out.

Dr. Lovejoy was a son of General Lovejoy, for whom the building was named. It was one of the doctor's hobbies that seats for small children should not be fastened to the floor. It was another strong conviction of his that no teacher of primary grades should have more than 25 pupils in her room. And it enraged him to see little children seated so that their feet were two or three inches from the floor.

"We have good teachers," he was many a time heard to say, "but we do not give them half a chance."

(Concluded on Page 93)

THE FUNCTIONS OF A DEPARTMENT HEAD IN A MODERN HIGH SCHOOL

Clifford E. Lowell, Berkeley High School, Berkeley, Cal.

What are the functions of a department head in a modern high school? This question is intimately connected with the whole question of high school organization, a question so much discussed today that every factor concerned with it demands attention. It is rather surprising, therefore, to find that the important factor of departmental administration and supervision has been so completely overlooked. Countless articles have been written concerning the duties of the classroom teachers and as many more set forth the functions of the school principal, but the department head seems to have been taken for granted. Perhaps, like Topsy, the position has "just grown," and no attempt has yet been made to standardize it. The writer wishes to reassure one very capable and original department head whose suggestions form a valuable contribution to this article, that he has in mind no such standardization. The purpose of this article is to present some facts and the conclusions drawn therefrom, with the hope that the question may be opened for discussion and that many others will be sufficiently interested to carry on the study in other parts of the country and from other angles. The writer has been unable to find any articles that treat of the subject in a broad way. Even the Reports of the School Surveys have barely mentioned it, with one notable exception, the New York School Survey, in which Dr. Frank Ballou has presented an excellent study of the work of department heads in the New York City schools. While restricted to the one school system, it contains many valuable suggestions, some of which will be referred to later.

Functions of Department Head.

As large high schools become more numerous, the necessity for departmental organization increases. The number of departments, and also the number of teachers in each, increases with the size of the school and therefore the department head becomes an increasingly important factor in administration. He is the connecting link between the classroom teacher and the principal, assuming certain technical tasks that the latter can no longer perform and sharing the administrative duties that now become excessive.

The purpose of the writer is to discover and classify the real functions that thus fall to the share of the head of a department. To accomplish this purpose one must discover what the department heads do, then determine what they should do if their time is to be used to the best advantage. This involves a process of sifting owing to the lack of standardization. As we look about us we find the heads of different departments in the same school performing many different duties and the heads of corresponding departments in different schools rendering even more varied services. The many extra-departmental activities tend to camouflage the situation and add to the difficulties of the task of sifting. They are as necessary to the administration of the school as the real departmental duties and they take time and energy, thus forming part of the day's work. We must not disregard these duties, then, but must search out from among them those activities that may be classed as pertaining to the departmental headship itself.

The data for this study was obtained largely from answers to the following list of questions sent to superintendents, principals, and department heads of some of the largest high schools in California.

Suggestive Questions.

1. What departments, organized under department heads, do you have in your school? Would you favor additional departments?
2. What are the functions of a Department Head within his own department; as to
 - a. Supervision over teachers in the department. (Does this concern their teaching only, or their performance of school duties as a whole?)
 - b. Making and changing the course of study.
 - c. Recommending new teachers.
 - d. Selecting textbooks.
 - e. Other departmental duties.
3. What services outside their department do they render toward the general administration of the school? What services should they render?
4. How much teaching is done by Department Heads? Do they teach freshmen or seniors

or a mixture of classes? What is your judgment on this matter?

5. Do your Department Heads have charge of, (a) study halls? (b) of groups under the class-teacher or adviser plan?

6. Does the authority and supervision of Department Heads extend downward into the grades in any of the points covered by question 2? If so, how far? Do you favor such extension or not, and why?

Replies to these questions were received from the following fifteen high schools: Redlands, Los Angeles, Los Angeles Manual Arts, Hollywood, Pasadena, Bakersfield, Sacramento, Stockton, Hanford, San Francisco Lowell High, San Francisco Mission High, Oakland, Oakland Technical, Alameda, and Berkeley. While the data is of course incomplete, a sufficient number of facts have been tabulated to give a fairly clear picture of our problem and a fair basis for certain conclusions which I wish to present for consideration.

Results of Questionnaire.

The accompanying table (Table I) lists the fifteen schools referred to above and tabulates in parallel columns the departments organized, the number of classes taught by department heads as compared with regular teachers, and the time spent by the heads in charge of study halls or advisory groups. From this table we observe that the departmental organization in different schools varies widely. There are certain constants, i. e., English, history, mathematics, science, languages, physical education, and commercial subjects. The variables include manual arts, domestic science, music, drawing, applied arts, and subdivisions of these. A reference to column 5 of this table shows the extent to which complete organization of these departments has been carried out under department heads or acting heads. Many schools, however, have developed some of these lines of work to a high degree yet have not enough teachers in a department to warrant the creation of a headship. Berkeley high school, for example, has no department heads in drawing, music, applied arts, manual arts, or domestic science, yet these depart-

TABLE I. DEPARTMENTAL ORGANIZATION OF FIFTEEN CALIFORNIA HIGH SCHOOLS.

SCHOOL	No. Classes Taught by Heads	No. Classes Taught by Assistants	Advisory Class or Study Halls Adviser to all pupils in dept.	1 English	2 History	3 Science	4 Math.	5 Language	6 Commercial	7 Dom. Science	8 Manual Train.	9 Music	10 Mech. Draw.	11 Phys. Train.
Redlands, High School	4	5		1 English	2 History	3 Science	4 Math.	5 Language	6 Commercial	7 Dom. Science	8 Manual Train.	9 Music	10 Mech. Draw.	11 Phys. Train.
Los Angeles, High School	3 or 4	5	None	1 English	2 History	3 Science	4 Math.	5 Language	6 Commercial	7 Dom. Science	8 Manual Train.	9 Music	10 Mech. Draw.	11 Phys. Train.
Los Angeles, Manual Arts	1 to 5	5	None	1 English	2 History	3 Science	4 Math.	5 Language	6 Commercial	7 Dom. Science	8 Manual Train.	9 Music	10 Mech. Draw.	11 Phys. Train.
Hollywood, High School	5	6	No rule	1 English	2 History	3 Science	4 Math.	5 Language	6 Commercial	7 Dom. Science	8 Manual Train.	9 Music	10 Mech. Draw.	11 Phys. Train.
Pasadena, High School	3	4 (50 min.)	Both	1 English	2 History	3 Science	4 Math.	5 Language	6 Commercial	7 Dom. Science	8 Manual Train.	9 Music	10 Mech. Draw.	11 Phys. Train.
Bakersfield, High School	Answers not usable			1 English	2 History	3 Science	4 Math.	5 Language	6 Commercial	7 Dom. Science	8 Manual Train.	9 Music	10 Mech. Draw.	11 Phys. Train.
Sacramento, High School	4	5	Advisory class	1 English	2 History	3 Science	4 Math.	5 Language	6 Commercial	7 Dom. Science	8 Manual Train.	9 Music	10 Mech. Draw.	11 Phys. Train.
Stockton, High School	3 or 4	6	Advisory class	1 English	2 History	3 Science	4 Math.	5 Language	6 Commercial	7 Dom. Science	8 Manual Train.	9 Music	10 Mech. Draw.	11 Phys. Train.
Hanford, High School	4 or 5	6	Advisory class	1 English	2 History	3 Science	4 Math.	5 Language	6 Commercial	7 Dom. Science	8 Manual Train.	9 Music	10 Mech. Draw.	11 Phys. Train.
San Francisco, Lowell High School	4 or 5	5	Class teacher	1 English	2 History	3 Science	4 Math.	5 Language	6 Commercial	7 Dom. Science	8 Manual Train.	9 Music	10 Mech. Draw.	11 Phys. Train.
San Francisco, Mission High School	5	5	Class teacher	1 English	2 History	3 Science	4 Math.	5 Language	6 Commercial	7 Dom. Science	8 Manual Train.	9 Music	10 Mech. Draw.	11 Phys. Train.
Oakland, High School	3	5	Advisory class	1 English	2 History	3 Science	4 Math.	5 Language	6 Commercial	7 Dom. Science	8 Manual Train.	9 Music	10 Mech. Draw.	11 Phys. Train.
Oakland, Technical High School	3 (usually)	5	Class teacher	1 English	2 History	3 Science	4 Math.	5 Language	6 Commercial	7 Dom. Science	8 Manual Train.	9 Music	10 Mech. Draw.	11 Phys. Train.
Alameda, High School	4 or 5 (same as teachers)	5	Advisory class	1 English	2 History	3 Science	4 Math.	5 Language	6 Commercial	7 Dom. Science	8 Manual Train.	9 Music	10 Mech. Draw.	11 Phys. Train.
Berkeley, High School	3 or 4	5	Advisory class	1 English	2 History	3 Science	4 Math.	5 Language	6 Commercial	7 Dom. Science	8 Manual Train.	9 Music	10 Mech. Draw.	11 Phys. Train.

ments are organized, some under supervisors, and are doing excellent work. In Alameda high school, several headships have been created merely to enable the school to retain or attract an especially good teacher by means of the additional salary. One cannot judge from this table of headships, therefore, which of the schools are the more up-to-date in offering practical or vocational courses. It is intended to show merely the extent to which department headships have been created.

Variations in Teaching Assignments.

The teaching assignments of the department heads as compared with regular teachers vary widely in different schools as reference to columns 2 and 3 of Table I will show. In the smaller schools the department head teaches four or five classes per day and averages about one class less than the other teachers of his department. In the larger schools the head teaches two or three classes less than the other teachers. There are some notable exceptions, however. In San Francisco, it appears that department heads do full time teaching with no allowance for supervision or other departmental work. And in Hollywood we find the teachers with six classes a day and the heads with five, with no rule as to exemption from additional assignment to study halls or major classes. It appears here that the functions of the department heads are determined largely, as of course, by the general policy of the principal, who may neglect almost entirely to make use of them, or who may give them the fullest opportunity to take the initiative and develop whatever executive ability they possess. It is easy to see which of these policies would in the long run result more beneficially for the school department as a whole. An illustration in point is that of one of the largest high schools in Los Angeles, which furnished at a time of expansion two years ago, twelve teachers worthy of promotion as principals, vice-principals, and heads of departments in other schools.

Using the time of the department heads for study-hall supervision is seldom considered economical by principals, tho it is occasionally done. Most schools, however, do include them among the class teachers or advisers, the reason given being the desire to keep them in close touch with the life of the school and the work of the pupils. This reason is of course an excellent one and applies to all administrative officers of the school. The only question is, could the time employed on advisory and clerical work be put to more profitable use in other directions? The answer to this question depends, of course, on the particular abilities of the individual in each case, and the decision must rest with the principal of the school.

The extent to which principals do make use of the services of the heads of departments in an administrative capacity is shown in the answers to questions 2 and 3 of the questionnaire. While no two answers were exactly the same, the following outline presents a summary of the real functions as sifted out of the varied services reported by department heads and as suggested by the principals and superintendents in their replies.

Functions of a Department Head (Table II).

- I. Within the department itself.
 - a. Teaching—usually one less class than assistants.
 - b. Supervising work of teachers in department.
 - c. Presiding at departmental meetings.
 - d. Organizing and administering work of department.
 1. Planning courses of study for the department.
 2. Recommending changes in course of study.
 3. Selecting new textbooks with aid of teachers or committees.

4. Making program or schedule for the department and assigning teachers to classes.
5. Acting with principal as program committee to make up school program or schedule.
6. Equalizing sections as to size and adjusting classes to equalize enrollment for teachers.
7. Examining and placing transfer pupils and evaluating their credits.
8. Keeping informed on the latest methods, books, and equipment and making requisitions for the books and other equipment needed.
9. Answering questionnaires and furnishing statistics when called for.

II. General administrative duties.

- a. Acting with other department heads as a cabinet to advise with the principal on general school problems and policies.
- b. Keeping informed as to good teachers to fill a possible vacancy (Heads should always be consulted when vacancies are filled).
- c. Acting often as chairman of important committees.
- d. Various other duties assigned by principal—depending largely on the individual and on the principal.

The enumeration of the functions outlined above enables us to see the broad field of service open to the head of a department. It shows first that the administrative work of a large modern high school can best be organized under the departmental system, with the department heads acting as an advisory cabinet and also as executives of their own departments. This is especially necessary today because of the technical knowledge or skill required in the different lines of school work. No principal, however broad his training, can hope to be expert in all departments; he cannot investigate the newest equipment, the latest books, or even the best methods of instruction to be used. The department head, therefore, must do these things and should also supervise the work of teachers to see that proper methods are used and desired results obtained.

Duty of Principal.

The functions of a principal are thus seen to have changed and broadened. The department head has come in as a connecting link between the classroom teacher and the principal in certain technical matters (not in respect to general school matters as a whole, of course) and the principal is able to devote his time to the task of coordination of the departments into one single unit. Such coordination becomes the more difficult and more necessary in proportion to the specialization within the departments. High schools tend to approach the conditions of the university where enthusiastic department heads often overrate the value of their own specialty and undervalue that of other departments. The principal must rise above such narrow limits. His must be the vision. He must see the purpose of secondary education as a whole and must coordinate the various departments into a balanced harmonious unit working toward a definite goal. But let us return to our subject.

As seen from the outline given above, some of the functions of the department head presupposes special training, which varies with the different departments and all these functions together demand a considerable amount of time and energy for their performance. It is not reasonable to expect them to be added to a full day's teaching as extra duties connected with the headship and the extra salary. Some of these duties require free time during school hours for their performance, others require long hours of work outside of school hours, and all these, if added to the burden carried by the regular classroom teacher, would prove more than the proverbial last straw. Department heads who teach a full day can do little else, if their teaching is done as it should be. Certainly they can do no

systematic supervising unless time is provided for it and teachers' programs are arranged to that end. And as for opportunity to know what other schools are doing, to keep abreast of the times with new courses, new books, new equipment, new methods, and new developments; in short to acquire the knowledge that enables one to lead and to direct the work of his department and to be an expert adviser to the principal on matters that concern his department—what opportunity has the full-time teacher-head to do these things? Obviously the real problem is to determine what constitutes a day's work for a teacher and for a department head. Permit me to quote here from the New York School Survey a summary of the recommendation concerning the teacher's day. "It is quite generally agreed that each high school teacher should have one free period for the preparation of his own work as a teacher. As a result 25 periods per week has become the established standard of work for each teacher. * * * we suggest that, in proportion as a teacher is given administrative work, the number of teaching periods assigned should be correspondingly reduced. On the other hand if a teacher is assigned the full 25 teaching periods he ought not to be made responsible for other work." There is no suggestion here that the administration of a department be added to a teacher's day.

New York Standards.

The general standards set by District Superintendent Stevens for department heads in New York City are as follows: In schools of less than one thousand pupils the teaching time per week should be from fifteen to eighteen periods; in schools of over one thousand pupils not more than twelve to fifteen teaching periods per week should be assigned and the remaining time should be devoted to departmental work. The Board of Survey approved this time allotment and recommended that, "If general administrative work of the school is assigned to a department head, his teaching periods be correspondingly reduced." The Board found that the standard was being exceeded, however, and made emphatic recommendations that the teaching periods of department heads be reduced, so as to allow time for their two most important functions, namely, "The supervision of class teachers and the general direction of the work of the department." Judging by these standards, the teaching day in California is too long in most schools, both for regular teachers and for heads of departments. The New York standards are certainly worth considering, even tho it be only as a basis of comparison.

As to what classes should benefit from whatever amount of teaching the department head can do, there is some difference of opinion. Several principals feel that he should teach the beginning classes and see that the pupils get a proper start; other principals hold that the most advanced classes should get the benefit of the best teaching available. It is probable that in a large high school either group would be far larger than any one teacher could handle alone. The majority of answers suggest what is usually the actual practise; namely, that the classes should be so apportioned among all the teachers of a department that each will be teaching what he is best equipped to teach. This results in the department heads teaching advanced classes more commonly than others.

Relation to Grade Work.

No question on the list aroused greater interest than the last one; namely, whether the work in the grades in any subject should be supervised by the head of the corresponding department in the high school. The question seemed especially important in the smaller cities where

supervision is not yet adequately provided. One reply which I shall quote describes this situation as follows: "The heads of departments do not have charge of any work below the high school. I think that your question suggests what has been in my mind for a long time. It seems to me very desirable that the department head should have general supervision of all work thru the school. There is too much blaming of deficiencies in preparation to the teacher below. If the head of the department were made responsible for the conduct of all work, I think responsibility would thus be fixed and education would become more of a constructive unit. As it exists now, it is too much a patchwork affair. Nobody sees the whole." This is the exact truth and fits every city which does not provide for supervision vertically thruout the school system so that some one "sees the whole."

The plan is being tried out in several schools now. If we may judge from past experiments its success or failure depends largely on the conditions to be met. It works well in cases like the University High School of Oakland, a six-year high school with department heads supervising all six grades. It should succeed in Redlands where a so-called Intermediate School containing the seventh and eighth grades has been established in a building adjoining the high school.

But where the lower grades to be supervised are scattered in several elementary schools, or even in several intermediate schools, the problem is far more difficult. In reference to the Salt Lake Schools, Dr. Ellwood Cubberley makes the following suggestions. "With the development of junior high schools in different parts of the city part-time supervision of the work in languages, English, history, and science could be extended with advantage to the seventh and eighth grades, by some one designated by the superintendent from these departments in the

high school, and at little expense." Professor Cubberley may not realize how much time the supervisor spends in going from school to school and that to do any effective work of supervision he must be free from high school duties for several consecutive periods at a time. The experience of Oakland and Berkeley seems to indicate that it is difficult for a department head in the high school to find the time needed for effective followup work in the grades. The plan is a make-shift at best and may help in small cities to provide directive vision rather than effective supervision. In the larger cities the need for supervision can be met more adequately. That the need is felt and provision being made to meet it is shown by the reply from one able administrator consulted. He said, "Department heads have no authority over work in the grades. However, I may say that I am, personally, heartily in favor of one department head for each subject thruout the school system. This person would be a subject supervisor." This would seem to be the best possible solution of the problem, but one that can be applied only in larger cities where the number of schools is sufficient to justify the expense. Smaller cities may profit by Professor Cubberley's suggestion and utilize the services of a high school department head for the unification and direction of the work in a given subject in all or part of the lower grades. They should frankly recognize, however, that this is merely a makeshift and a substitute for adequate supervision which circumstances make it impractical to provide.

To Summarize.

To summarize briefly the points discussed and the conclusions reached, we may say that the subject of this study is one that has not yet received the attention it deserves. The whole problem of departmental organization and administration offers an excellent field for educational research. The results of such investi-

gation should prove of immediate value because so many high schools are becoming large enough to need more complete organization. With this increase in the size of schools the value of headships is coming to be more and more recognized, and the field of service is taking more definite form as education becomes more specialized. The real functions of the department head as outlined in Table II include teaching, organization, supervision, and administration. Within this field the work of individual heads varies so greatly that we might classify them as teaching heads, organizing heads, administrative heads, and creative heads, according to the use made of their opportunities.

The nature and extent of their administrative services depends on the opportunities for initiative furnished by the principal, and on the individuality of the department heads themselves. Given opportunity and ability little else can be done unless the teaching requirement is reduced in proportion to the administrative work added. The teacher's day in California is too long, judged by the standards set by the Survey Board in New York City. Their recommendation that teachers who teach the full 25 hours a week be not made responsible for other duties might well be heeded in California as a glance at Table I, column 3, will show. To add the duties of a department head to the already heavy burden of the teacher is too ridiculous to seriously contemplate. Many principals now recognize this and frankly confess that their heads of department spend too large a portion of their time in teaching. Especially must the time element be considered when supervision of the work in the grades is added. We may safely conclude that education will be a "patchwork affair," unless, "somebody sees it as a whole," but unless time is given to this person to follow up the work and do real constructive supervision, the result is bound to be unsatisfactory.



Layman and Expert in School Supervision—Their Respective Fields

William Orr, New York City



Increase in extent and complexity of any enterprise calls for more thoro organization; otherwise, confusion, duplication of effort, and consequent waste motion ensue. This principle operates in administration of public education as in other fields of human activity.

As the educational system has grown from the district school to the kindergarten, primary, grammar and high school of today, with corresponding development in courses of study, methods of instruction, and teaching force, it has been found necessary to transfer the direct management of the schools from the school board to a trained expert—the superintendent of schools.

This latter official is now in all well organized school systems recognized as the executive officer, and, in increasing measure, is being given authority and direct responsibility in administration, in the selection of teachers, in the choice of textbooks, in the preparation of courses of study, in decision on cases of discipline, and in oversight of bills and accounts.

As the office of the superintendent of schools has gained in importance, and as, one by one,

detail duties formerly discharged by members of the school committee, have been put in his care, the school board, itself, has appeared to decline in prestige and importance. In fact, cases might be cited where the school board has ceased to be a factor of importance in school administration, and has given over to the superintendent of schools all responsibility. Such a situation is fully as dangerous and deplorable as one where the executive officer is constantly thwarted and hampered by any members of the board who, with good intentions, are still ignorant of the fundamental principles of good school administration.

Any condition whereby the people cease to exercise a deciding and controlling influence on any agency devoted to public service tends to develop a bureaucracy—an absolute centralization of power and authority—a situation which in time begets ignorance of and indifference to the needs of the community to which the institution should minister.

Every democracy, in contrast to absolutist forms of government, is under the necessity, if

its public business is to be well administered, of establishing a mode of procedure whereby the people shall be free in determining on large and general policies, while at the same time, the expert selected to put such policies into effect shall be unhampered and free from interference by meddling persons.

Such a process of adjustment between control in large matters by the people thru their representatives—the school board—and the proper independence of action by the superintendent of schools, as the executive expert, is now much in evidence in the American school system.

It is fair to conclude that, while the school board is to be increasingly freed from the burdens of attending to many small details, its importance is to be enhanced in decisions on large and important policies.

Among the large and weighty responsibilities that now devolve upon the school committee, the following may be regarded as essential:

(a) The selection of a superintendent of schools, on the basis of professional knowledge,

personal qualities, and fitness for the particular field in which he is to be employed.

No person should be placed in charge of any public school system who has not the equipment for the work, which can be gained only by study, observation and practice.

Then, too, the committee must take due heed of fitness for the particular task, acceptability to the community, and personal qualifications.

When the appointment is made for personal or partisan reasons, or in the hope of securing as superintendent of schools one who will in all matters defer to the school committee, or because a lower salary will be accepted, no gift of prophecy is needed to predict that the schools are likely to suffer.

(b) The school committee should require the superintendent of schools to outline a program for the development of the schools, as regards buildings, equipment, courses of study, methods of instruction, and to show why such a program is desirable. In fact, the members of the school board are laymen, the superintendent of schools should be able to make clear to them his

educational plans, and the reasons therefor.

(c) Again the school board, at its meetings, should discuss, under the leadership of the expert, new phases in education.

Prior to any decisions in regard to changes in textbooks, selection of teachers, courses of study, changes in methods of instruction, or additions to school plant, the school committee should give full and thoughtful consideration to the recommendations of its superintendent of schools. Such deliberation is particularly necessary in all matters which call for increased expenditures.

(d) By adopting rules and regulations in accordance with which the business of the school system is to be conducted, cases of discipline, teachers' duties, and responsibilities of superintendents, principals and teachers, janitors, attendance officers, and school physicians are defined, and its own business conducted, the school committee will do much to secure an orderly, efficient administration, and diminish the occasion of conflict of authority, or arbitrary action by any school official.

(e) The superintendent of schools is under

obligation to keep his committee informed of all matters of moment in the schools. In the files of his office there should be collected data, easily accessible, which show the exact status of each department. It is essential that the school committee and superintendent of schools should have at command a set of books, showing the exact condition of the school finances.

(f) Regular meetings of the board of education should be held. Only action taken at such meetings should be regarded as valid. The school committee should act as a unit.

(g) Public meetings should be conducted under the auspices of the school board, for the purpose of informing the people at large of policies under consideration and the reasons therefor.

To sum up, the conditions of good administration in a school system are:

Definition of responsibility.

Centralization of authority.

Recognition of the expert.

Discussion and deliberation prior to decision on general policies.

Orderly and regular procedure.

BEATING THE X. Y. Z.'S TO IT

By a Principal

Step up to the bat, Mr. Schoolman, and let's have a little information from you! Over what form of government does our glorious banner of freedom wave?

"A democratic form of government."

Fine! Now another question.

Where should the principles of this form of democratic government be taught?

"In the public schools, of course."

Quite correct.

Ergo, which is to say, therefore, our schools should be democratic in ideals, or we are adorning the grape with the thistle.

What is democracy?

"A square deal for all, a fair field for all, and special favors for none."

Very good; your report card will please you!

Now just one more question, sir, and we will let you off. Is there anything in your school which is not open to all, and which, therefore, contradicts your entirely accurate description of democracy?

Have you a secret fraternity in your school? If so, what are you doing about it?

Let's look over this proposition a little.

Probably it is unnecessary to go into very many concrete illustrations to prove the point we have just tried to make,—that fraternity and democracy are not one and the same thing. Our own education has progressed very rapidly these last ten years. The Commissioner at Washington has kept us fully advised as to the legislation against the high school fraternity. We have all read in the newspapers little notes from time to time illustrative of the growing feeling of disfavor with which these societies are regarded. And aside from the question of democracy we have other grounds on which we may base our contention that organized cliques have no business in our schools. Many of us have heard of the school boy who was tied, by way of initiation, to the track in that city in the middle west, just before the wild cat engine appeared; others of us, farther east, are acquainted with that jolly little story about the fraternity brothers who decorated the punch bowl at their dance with a liberal allowance of that which is said to cheer and which certainly inebriates; and how, when the fuddled girl fell down the stairs and broke her leg, her erstwhile festive partners fled into the darkness, leaving her to explain things to her mother.

Sure, this is all old news—

Now, some of us may be coddling to our bosoms some of these little societies, "which never have done us any harm, and which we think are of positive good." This quotation from the pen of a certain school principal reached me some ten years ago; and, by way of digression, it may be interesting to note that three years later the board of education in that particular district was obliged to seek another principal "to straighten out the lax discipline and better the lamentable conditions in scholarship prevailing in the schools." You will note that quotation marks are also found around the last part of the preceding sentence.

If you are one of those who hope to gain some positive good from such organizations in your midst, I wish you joy—and advise you to look things over a bit. I would suggest an elementary course in principles of democracy, for

example; I'd advise you to compare notes with some of your brother superintendents; and, if you should talk confidentially with the boy who stays in after supper to wash dishes for his mother and who has only hearsay knowledge concerning the merits of high powered roadsters, possibly you will get some interesting sidelights on the other fellow's viewpoint.

Yes, I think it is safe to assume that a very large proportion of school men are absolutely opposed to the high school secret society and that, where they have been unsuccessful in getting rid of these parasites, they have tried, at least, to control them.

Unfortunately there is no absolutely reliable panacea for this evil. What will fit one situation may not fit another. But because I have tented on most of the old camp grounds in these wars with secret societies, familiar enough to most schoolmen, and because I finally located



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CRIPPLED SCHOOL CHILDREN'S OUTING.

About 250 crippled school children of New York City were given an outing in Central Park recently.

a comparatively new ground on which I received the unconditional surrender of the enemy, I am placing this experience before you with the hope that it may be of some benefit, at least, to those who are still in the fight.

Without doubt, in many communities the same scheme which worked so well with us may be successfully applied; and certain interesting developments may readily be arranged if you and some of your friends want to get at it.

But now to my story —

I think it was on the third day of my first position as a school superintendent that I first came into contact with the X. Y. Z.'s. Not that this was their name, but any old name will do as well where the high school secret society is concerned.

Well, about ten o'clock this particular morning three high school boys whom I recognized as members of the graduating class sauntered into the office and elegantly sitting down looked me over with appraising eyes.

"We thought we'd stop in to tell you we have a fraternity in the high school here, and to see what you think about it," was the remark of their spokesman.

Now, I am a member myself of a rather good college fraternity, and in many ways proud of it; but, frankly, this was the first time I had ever heard of a fraternity in a high school. This was ten years ago.

I puzzled over the query for a moment, and to gain time asked a few questions.

Who had started it? Why, Harry Griscom, whom I recognized at once as a former teacher in the school, and very popular at that,—so much so that the Board had wanted to make him superintendent.

Who belonged to it? All the best boys in the school—this with a rather conscious air of superiority.

What had my predecessor thought of it? Well, he had been foolish enough to oppose them, and, of course, he had been discharged.

"You see," volunteered the spokesman, "my father is the clerk of the board, so I guess that takes pretty good care of it for us."

Ouch! I had had precious little experience with boards of education, but from that moment on the X. Y. Z.'s stood about as high in my regard as does a certain former ruler of Europe lately resigned.

"We thought we had better tell you about this," continued my young friend, "so you would know from the start that we are here, and know that we expect to go on as before."

A few moments later my visitors left me to think it over.

Now, here was a pretty kettle of fish! A secret society in the high school, started by a former teacher, smiled on benevolently by the board of education, and strong enough to have had at least a part in the dismissal of my predecessor, who had been pointed out to me as an experienced, capable man. And I, with but a year's teaching experience, just married, almost entirely ignorant of school management, and in the position only because a member of the board had taken a fancy to me.

Some situation!

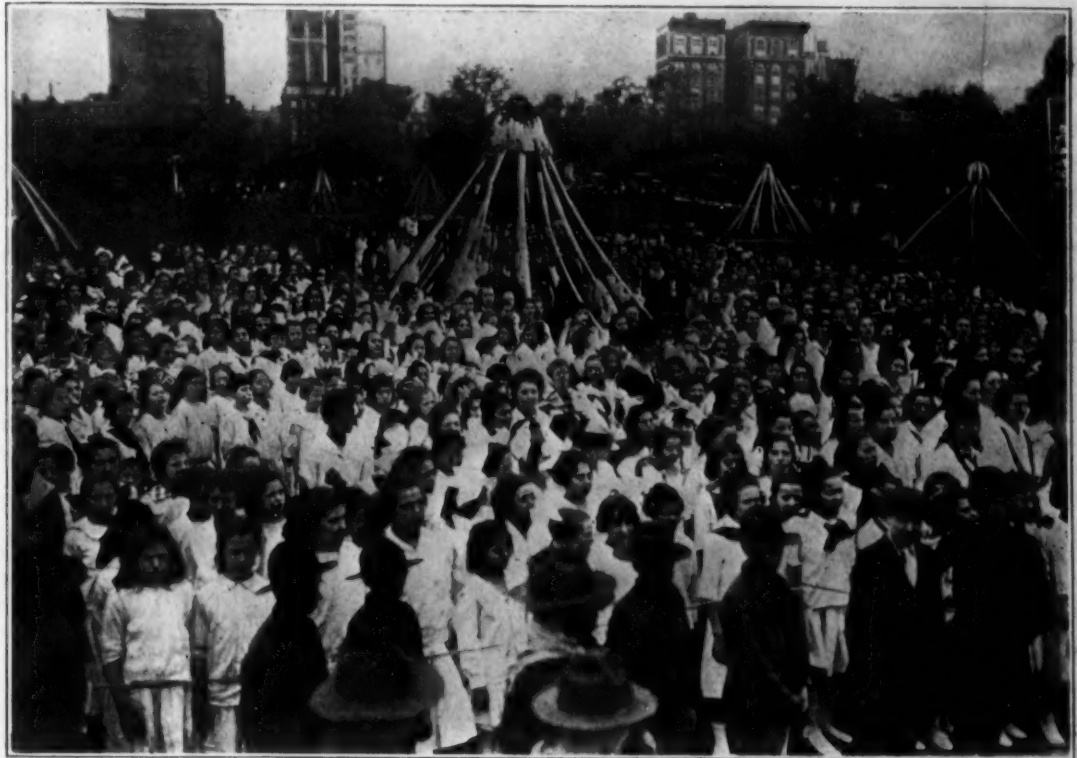
I've always had the habit in going over a proposition of putting down on paper every possible alternative. When I was through sizing up matters, the line-up looked something like this:

Alternative No. 1. To ignore them.

Alternative No. 2. To cooperate with them.

Alternative No. 3. To fire them out.

Well, there may have been other angles of dealing with the situation, but I don't recall now what they were. All I could realize at the time was just this; that here was an organized faction in a school said to be hard to discipline; that they had a good foot-hold; that they had



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ANNUAL MAY DAY FESTIVAL IN NEW YORK.

Just a few of the thousands of children who enjoyed the annual May Festival of the School Athletic League are shown in the picture. The games held in the sheep meadow of Central Park are an annual event.

strong backing—and that my predecessor had failed to beat them to it.

Certainly, it couldn't be any great help to me to have them there.

On the contrary it looked very much as if a number of students had been running the school about as they pleased, and had gotten away with it. And when I summed up their attitude it seemed to me that they had practically served notice to leave them alone, if I valued my job. As a matter of fact, later on this message was delivered to me in practically those words.

Now, I have always cherished the idea that above all other considerations the superintendent should be boss. Bearing this in mind, the casual observer may readily understand that an opportunity was close at hand for me to try out my pet theory.

I studied over the alternatives.

Ignoring this society didn't look good. Without doubt the longer they were left alone, the stronger they would become, and the harder to control.

To cooperate with them? Cooperation is a vague term at best. Decidedly I didn't propose to lend aid to an organization which had been at least partially responsible for the troubles in discipline in school. And any species of cooperation with this society practically amounted to a confession of fear for my job, at least in my own eyes.

Well, if ignoring this society was unpolitic, and an attempt to cooperate with them a form of cowardice, what was left? The third alternative—to get rid of the society and all that it stood for.

I answered the question at midnight on the third day of my work in this town. Reaching this conclusion was one thing; carrying it out was quite another.

Of course, if it were possible to get the boys to give up this society of their own volition it would be by all odds the same course to follow. I tried this out as opportunity occasionally came. But when I sounded them out a little, I found they were absolutely unwilling to consider this for a moment. Instead, they wanted to make me an honorary member, and I had difficulty in declining their suggestion without arousing their antagonism.

Again, I couldn't get these fellows together

and tell them that they would have to give up this society or get out.

I had nothing definite on which to act. This was before the days of the legislation against the societies, and I had no positive backing, whatever, in this respect. I couldn't go to the board and get their cooperation; I had nothing on which to base my argument, other than that the society had been partly instrumental in bringing about the discharge of my predecessor. Certainly such an argument could carry little weight in the kind of court I would have to face.

So I decided to follow the line of least resistance for the time being; to keep my eyes open and wait for something to happen.

The first actual clash occurred when my French teacher a man of considerable ability and no little back-bone, came to me and told me that when he had tried to discipline one of the boys on the previous day, several of the other boys in the room had promptly committed the same offence. He had straightened them out and then came in to tell me.

"I suspect it's some of this fraternity business," he volunteered as he left the office.

That night the chairman of the teachers' committee called at the house and told me that "several of the influential boys in school had been to see him, and that from what he could learn, he was sure we should begin looking up a new French teacher."

Same old tactics starting in again!

A few days later we lost a football game and with it the county championship. We had the material for a crack team and there was no excuse for losing.

The coach came to me after the game and said he had been unable to control the team; that the captain was an X. Y. Z., and that the fraternity boys on the team had utterly failed to train; that they played favorites straight thru; that non-fraternity boys were not getting a square deal,—and he concluded his remarks by resigning.

On the way home one of our best players, a non-fraternity boy, observed in my hearing that "he was thru with a school where every boy didn't get a square deal," and that "the fraternity had the whole faculty scared to death." His remarks were echoed by several others.

Riding home from a game with a beaten team is bad enough; but riding home with a crowd of boys from my own school who had lost faith in my promise to "give a square deal to all and special favors to none" was an experience I shall not soon forget.

And I knew the boys were right.

The next morning I called together the high school boys and put the matter straight up to them, telling them that we could only work out together a good school by laying aside everything that might be a source of trouble among the students; I urged them to abandon for the common good all associations which tended to produce jealousy in the school.

A day later I received a postal card announcing a special meeting of the board of education "to consider the high school fraternity."

Once more the system!

Just how I persuaded the board, I never have really been able to tell, but I came away from the meeting that night fairly walking on air. The board voted unanimously to prohibit the existence of secret societies in the high school. That, in spite of the fact that the boys were allowed by the board to be present to plead their own cause.

Did this solve the difficulty?

It did — not!

It really made matters a good deal worse, for the boys retained their organization, saying it was not a high school fraternity at all, but a local society of "boys in town." Yet it was noticeable that only high school boys belonged or were ever asked to join.

Have you struck this snag?

I put it up to the board again, but with poor results; the board simply said they had done all they could by forbidding the fraternity's existence in school, and advised me to forget it.

That was all very well to say, but we had no chance to forget it. All sorts of misdemeanors in school, gossip stories around town, unjust criticisms of the teachers, a constant decline in scholarship among these boys, an utter unwillingness to do the right thing—we had the enemy constantly with us.

I tried every expedient I could think of to wipe out the organization. And just bear in mind that you can't expel or suspend a boy for what you may suspect he is doing, nor what he may sometime do; nor could we, in our state, at least, expel a boy for belonging to an association which claimed to have no connection with the schools. Further, I found that the society actually grew stronger as opposition increased.

Together with the faculty and some of the stronger non-fraternity boys, we organized a number of students' clubs, open to all, and controlled by the school. The idea, of course, was to supply enough interests in the school to keep the students happy without the secret society. This plan worked fairly well in making friends for ourselves among the students, but did not break up the fraternity.

The state law at the time restrained us from making the students sign cards pledging themselves not to join a fraternity; but the law couldn't forbid the pupils themselves from circulating such cards,—and most of the boys who signed kept their word.

We went to the parents of the boys in the fraternity and put it up to them; in most cases, the results were purely negative, for the parents couldn't or wouldn't see any harm in the society. All they knew was that "a lot of nice boys belonged to it, and they wanted their sons to associate with them."

We had a municipal motion picture plant in the town, and found a picture descriptive of the evils of the high school fraternity. This failed to do much good; the people simply wouldn't

believe, their sons capable of perpetrating the offences shown on the screen.

Some success was obtained by getting hold of the boys individually in the society, and on the grounds of personal friendship asking them to resign. A few of them did, and freely admitted afterwards that in leaving this society they had "killed their chances in school." The faculty, however, took pretty good care of that.

So the affair went on, year after year, sometimes apparently forgotten, sometimes leaping into prominence when some unpleasant thing happened. Yet, no matter how quiet matters were, the fraternity was always lurking in the background; always there was the antagonist ready to fight at the least provocation; year after year more boys joined; always there was the black mark, in my own mind, at least, scored up against me—that I had failed to beat them to it.

I had begun to despair of ever really getting rid of this constant menace when an entirely unlooked for opportunity came along, and what had been my greatest puzzle was solved in short order.

One day a newcomer in town, a college graduate, who had not entirely grown away from his fondness for certain old college customs, came to me and suggested that it would be a good thing to organize a club of college fraternity men in the town and other nearby communities. The idea was that we were to get together once in a while, have a dinner, and spend the evening swapping stories of former days.

I agreed to join and at the first meeting found nearly forty men who had at one time or another passed thru the mystic portals that are said to lead to the blessings of the brotherhood beyond.

We held several meetings, when one night a count was made of the various fraternities represented. Twenty-seven different societies were named.

On the way home an idea suddenly occurred to me. Many of our high school fraternity boys went on to college and there joined college societies. Twenty-seven fraternities represented in our club where I was an officer—27—well! well!

Two or three days later I sounded out a few of my fellow club members with decidedly interesting results. *Not one* favored high school fraternities, and most of them denounced them in the most outspoken terms. To one of these I confided my plan.

At the next meeting one of those to whom I had spoken claimed the privilege of the floor.

"I'd like to ask if there is such a thing as a secret society in any of our high schools," was his question.

The chairman benevolently waved his hand at me —

"Why, not exactly," was my reply, "there is a society of high school boys who call themselves the X. Y. Z. fraternity, but they are not recognized in school."

"Do any of these fellows ever go to college?"

"Yes, a good many."

"Do any of them ever go to my college?" came from another part of the room.

"Yes, some do."

"Well, just let me have their names," came the quick reply. "I know of one college fraternity, at least, that won't take them. They'll never get my recommendation."

"Here's another!" spoke up the chairman and he drew out a paper and sharpened a pencil.

Well, to make a long story short that club voted unanimously to serve notice on the X. Y. Z.'s as follows:

"Whereas, the members of the ——— Club, representing 27 college fraternities, have learned with regret of the existence of a society of high school boys known as the X. Y. Z. fraternity, —

"And, whereas, the members of this club by a unanimous vote have expressed their utter disbelief in all such so-called fraternities, whether they are in or out of the schools themselves, fully recognizing their menace to the welfare of our schools, which, above all else, should stand for the principles of democracy, be it

"Resolved, that the members of this club hereby publicly notify the so-called X. Y. Z. fraternity and all other similar societies in this county, that longer membership in these societies will automatically disbar their members from admission to any of the 27 collegiate fraternities represented in this club, in all colleges with which these 27 fraternities are identified. Boys of high school age are unfit to properly understand the true ideals of fraternity."

Almost as well expressed as if I had written it myself!

And just one other interesting note; two of the three boys who had come to me during my first days in that town as champions of the X. Y. Z.'s *voted with the other club members*; and one of them *actually seconded the motion!*

At the next meeting of our board of education held two weeks later, some surprise was expressed by the members at the receipt of the following letter, addressed to the president.

"At a meeting of the X. Y. Z. fraternity, held May 12, 19—, it was unanimously decided to honorably disband. The fraternity is no longer in existence."

Now the question may be raised—do very many college fraternity men look on high school fraternities as did my friends in this town? Would the average college fraternity respect the wishes of its alumni in such a matter as this? Well, possibly you are a college fraternity man yourself. If so, you are fairly familiar with alumni control.

I do not believe I am violating any secret in answering these questions by quoting extracts from a leading article published in the organ of a prominent collegiate fraternity during the last five years.

"Where does the ——— Fraternity stand on the subject of the high school fraternity? What shall be its attitude towards this by-product of our school system, public and private? Why should we pay any attention to these juvenile societies?"

"Not very long ago there was held in a western city a congress of upwards of fifty different college fraternities. The object of this meeting, according to newspaper report, was to consider ways and means towards checking the general wave of suspicion and dissatisfaction with the college fraternity that is making itself felt in many parts of our country. At this meeting, the general opinion prevailed that among the most vicious enemies of the college fraternity may be classed the so-called "high school" or "town fraternity." The last is so named, as it applies to those groups, who, having been denied existence in the school, conduct their meetings outside the schoolhouse. These societies were considered as enemies, because the term "fraternity" conveys little, if any, distinction in meaning to many persons; and such being the case, the college fraternity is being blamed and held in the same category in the popular mind as the preparatory school fraternity."

"For this reason, and because the folly of the ordinary preparatory school fraternity was generally well known by the delegates present, the congress set itself on record as being absolutely opposed to the juvenile secret society. And, possibly, to clearly differentiate between the college fraternity and the preparatory school fraternity, and perhaps to rid itself so far as possible of this common enemy, the following resolution met with much approval; that hereafter the college fraternity shall refuse to admit to its membership anyone who has been a member of a preparatory school fraternity. This measure, it was thought, would do a good deal towards wiping these societies out of existence, and would certainly show the public that the rank and file of college fraternity men thruout the country are definitely opposed to the existence of these juvenile affairs.

(Concluded on Page 95)



SCHOOL BONDS

H. W. Anderson,
Secretary of the Board of Education,
Kalamazoo, Mich.



In presenting this paper it is not my purpose to discuss the different methods of retiring school bonds. Numerous articles have been written on these methods; several have been read before this association, giving tables, comparisons, etc., and nearly all end with the conclusion that short time serial bonds are the proper solution when bonds must be issued—in that I heartily concur. I shall discuss the desirability of raising funds by direct taxation and the discontinuance of all bonding, realizing while doing so that this plan has been made doubly hard to follow, due to the arrested development of school plants during the last three or four years. However, I feel that this plan should be followed wherever possible or, if not possible, that the bond issues should be limited in amount and paid serially in the shortest possible time.

During the last two or three years the attitude of the American people toward debts of all kinds has undergone a wonderful change. This is due, beyond a doubt, to the large expenditures caused by the war. The war was a job that had to be done expeditiously and thoroly regardless of financial cost, and no one will say that the cost was too high when he considers that the job is done, and from all indications done thoroly. However, the large government loans and expenditures have made the people of today speak of \$1,000,000 the same as they spoke of \$100,000 four years ago. To illustrate: in 1914 the Kalamazoo school district with a valuation of approximately fifty million dollars had a bonded debt of \$568,000. This fact caused great dissatisfaction. During that year several large public meetings of taxpayers of the school district were held, protesting against the policy of bonding and demanding the debt be cut down and the payment of interest stopped. On the 6th day of May, 1919, the taxpayers of the same school district voted an additional bond issue for our district of \$610,000 and, when voting, did not even know what rate of interest the bonds were to carry. This issue does not by any means solve the school building problem in our city. I firmly believe that later these same taxpayers and their children will wonder if this was a wise move, as it will be necessary for us to pay an amount of interest nearly as large as the principal, if not larger, before these bonds can be retired.

It has been a temptation in the past to the administrative heads of our school and city system to issue bonds for such improvements as were needed, until the bonded debt of our municipalities has grown in most cases to such an amount that development under the conditions now existing presents a most serious problem. The greater share of the burden has been left to hamper succeeding administrations. The latter, if too heavily burdened may have no choice other than to pass the load on to the next. Past and present administrations thus advise such bond issues, thinking, probably honestly, that as long as they have made ex-

tensive improvements, the future will not need such large expenditures. By relying on the coming administrations to meet the bonds the tax levy for bonds and interest payments continues to rise until it is a large per cent of our school tax. By trying to keep this levy within reasonable limits the schools suffer for funds for current expenses. This lack of funds impairs the efficiency of the schools in every department as it curtails by just so much the amount that can be raised and expended for supplies, equipment, janitors' and teachers' wages, etc.

I shall use our own school district again as an example as I am more familiar with our conditions than any others. By our charter we are allowed to issue bonds for a period not to exceed ten years, but are given the right to refund these bonds as often as desired so that the time limit means nothing, only to set a time when each issue will fall due. In 1904 a school was built for \$75,000 with the entire issue of bonds falling due in 1914. When we refunded these in 1914 we had paid \$33,750 as interest without reducing the principal one dollar. We were compelled to choose one of two courses, either refund the entire amount and make them all ten year bonds and pay another \$33,750 interest, or make them payable serially and pay off the issue in ten years. Our board wisely chose the latter method and will pay the last bond in 1924, but will have then expended for interest \$60,825. By a direct tax spread over two fiscal years the needed amount could have been raised at the rate of \$2 per \$1000 valuation, this rate being figured on a valuation that was less than fifty per cent of the true property value, or a tax of approximately \$1 for \$1000 valuation on actual property value. This would have relieved the present administration of just so much of a burden and would have been no hardship on the small taxpayers with property ranging from \$1000 to \$5000 valuations, while our large factories and business concerns, who pay the large tax each year, would raise no objection as they are not in the habit in their business of borrowing money to pay dividends unless their earnings warrant.

One more case: In June, 1914, in a report made at one of the public meetings mentioned before, an auditing firm with a high reputation made the following statement "Under the terms of the school-district charter the district board cannot issue bonds for *any* purpose for longer period than ten years. Why the right to issue bonds in the payment for the erection of a schoolhouse having a life of fifty years has been limited to ten years no one seems able to explain. There is provision, however, for refunding and there does not appear to be any objection to refunding as often as the voters may authorize such. The important point is that bonds for the shorter term cannot be sold as advantageously as longer time bonds, thus entailing a loss to the community in that the district is subjected to acceptance of such rate of interest as may happen to prevail at each refunding period.

The greatest care is therefore necessary in determining upon the pace at which bonds shall be retired to the end that burden of payment may fall equally on both present and future taxpayers. The better plan would be to estimate the probable life of a school building and apportion the annual proportion of principal to be redeemed over such estimated life."

As an illustration they assumed a building to be erected at a cost of \$100,000, having a life of forty years, and recommended payments as follows: \$2500 each year for ten years, refunding the remainder every ten years until the full principal would be paid at the end of forty years. Under this plan at the rate of 4½% the interest would amount to approximately \$90,000 or nine-tenths of the cost of the building. If paid off at the rate of \$10,000 per year for ten years, the interest would amount to approximately \$25,000, or one-fourth of the cost of the building. On the other hand, with our present valuation, which is not up to actual value, by spreading the amount on the tax levy for two years it would cost less than \$1 per year for \$1000 valuation and be paid for when completed.

It is a fact that certain school district boards are forced by provisions of their charters to submit to popular vote any proposition whatever, if petitioned by a certain number of taxpayers. In cases like this a certain group of citizens in any locality can, by uniting, call for a vote on bonding and designate where proceeds of such bond issues shall be spent. They may do so even tho they have given no thought to the needs of the school district as a whole, or even if the district board are not in sympathy with the proposition. Under such conditions, with electioneering among the property owners around the section to be favored and no electioneering in other parts of the school district, such a proposition is likely to carry. When such a proposition does carry the board of education should pay off the bonds in as large payments as possible and in the fewest possible years, even tho the tax rate increases to such an extent that the burden is very heavy. This would have three good effects: First, and most important, to pay off the debt in the shortest possible time and so clear the slate for future operation and save a large amount of interest; second, to keep before the voters who were so deeply interested the fact that they "must pay the fiddler while the dance is on"; third, to make the larger number of taxpayers, who show no interest in school matters and fail to vote no matter how important the issue, realize that plans connected by a small group of citizens of some special locality where they own property are not based on sound judgment. The merits of a building plan offered by a board which has made a careful study of the school district as a whole and is earnestly striving to give the entire city a good school system, playing no favorites, would readily be demonstrated.

In an article published in World Work, 1915,

(Continued on Page 95)

The Job of Assistant Superintendent

By One of Them

A few weeks ago a business man wrote me a letter. It contained an interesting query: "I have often wondered whether the assistant superintendent of schools of the average large city owns his own soul. When, recently, the superintendent of schools of a large eastern city resigned and one of his assistants was asked to take the work for the balance of the year, the question was asked everywhere, 'Who is this man? Where did he drop from?' Apparently nobody had ever heard of him, altho some people who knew something about the real workings of the schools of that city know that he is a very able man and had done very splendid work."

"Right here at home we have two assistant superintendents—corking fine fellows—and able classroom supervisors. So far as I have been able to tell, they would not be capable of stepping into the place of the superintendent. They are very little known in the community outside of strictly school circles, and they are such modest fellows that they can hardly make a public speech. Sometimes I have felt that some of the assistant superintendents whom I have met have been chosen because they never would aspire to succeed their chiefs. Tell me, is the position of assistant superintendent a real man's job?"

I was about to reply to his letter, telling him most emphatically that the position of assistant superintendent of schools was a real job for a red-blooded man, when there popped into my mind the reply that an old college president of mine always made to questions of this kind. That old doctor would invariably answer questions put to him in some such fashion as this: "There are many things to be said on either side of this question. There are points for the proposition and points against it. If you insist on a definite categorical answer, I must reply 'yes or no.'"

So it occurred to me that perhaps there was more than one answer to my friend's inquiry and I put the letter in my pocket, determined to find out.

A week later, while traveling to a western city, I chanced upon a college classmate. As we sat together in the chair car, talking over the good old days, it suddenly occurred to me that here was a fine chance to get a worth-while reply to my friend's question. So I asked him to read the letter and give me his opinion.

My friend read the letter slowly, mused for several minutes, re-read the letter and finally said, "I feel sure that, as a rule, assistant superintendents possess an independence and a freedom which is not enjoyed even by superintendents themselves. I'll give you one or two exceptions that prove the rule, and then some experiences that illustrate the rule."

"A few years ago," said he, "I was asked to become assistant superintendent under one of the most prominent educators of the country. I spent two days in his office. No one will deny that he is a great man. He has a brand new educational idea every five minutes. He is, however, of that type of executives who wishes every detail of the work to pass under his eye. He wants to read and revise every circular that his assistants send out. He wants his assistants to come to him for decisions rather than with decisions. He has never learned to delegate responsibility. In those two days I saw that with his blue pencil he was beating out of his associates every bit of originality and initiative that they possessed. I promptly declined the position."

"In another city, not far from my own, there

is an assistant superintendent who has earned the nickname among his associates of 'Bill's chauffeur' because he spends most of his time driving the automobile of the superintendent whose given name is William. Now, I know that the superintendent of schools consults this assistant with regard to all important matters and relies on his judgment. It is quite possible that in this advisory capacity he is doing an important piece of work, but it is certain that he does not find the same pleasure in it that we do who have definite departments delegated to us."

"But these are exceptions," said he. "Now let me tell you of my own work which I believe is more typical of conditions in general. I work under a superintendent who has an interesting professional creed. The first article in that creed is this: The chief function of the school superintendent is to clear away difficulties so that all his associates, from the first assistant down to the newest teacher, may do their best work without obstacle or hindrance. My superintendent takes all the knocks and the jolts that are administered by the dear public and by the board members and I am left free to devote all my energies to my work. The keynote of his administration is freedom. To each associate he gives all of the responsibilities which that man can stand and which he is willing to assume, and then he leaves him free to work out his educational salvation without fear and trembling. He allows his associates to select teachers, to choose textbooks and to make out courses of study. He is always ready to delegate to others those prerogatives which are dear to the heart of the average superintendent. Acting under his example, the assistant superintendents pass these responsibilities down the line just so far as they are able. If you ask him why he allows so much freedom, he will tell you that 'the United States of America is a democracy. We want our boys and girls to learn self-control, to be self-directing. Teachers cannot train their pupils to be self-directing unless they themselves are in large measure self-directed.' Thus

freedom means opportunities for growth. The best school system is that one in which each teacher is making the greatest professional progress."

"The second article in his creed is: Everyone makes mistakes, and if your mistake does not teach you the needed lesson my censure never shall. He is not disturbed if a few things go wrong each year. In this respect he is like the superintendent of a railway and light company in a large eastern city. When this man was first offered that position, he went over the books of the company and then met the board of directors. He said to them, 'On looking over your books I find that last year you lost \$30,000 thru mistakes,' and he paused a moment for this significant fact to sink in. The directors thought to themselves, 'Here's a chance to save some money. If we hire this young man he will eliminate these mistakes.' But the prospective superintendent went on, 'But I also find that last year you lost \$90,000 thru procrastination. If you want me to take this job, we will let the \$30,000 for mistakes stand each year but we must cut out the procrastination.' I think most school superintendents are like my boss."

"Five years ago another of the big school superintendents of the country offered me a position. I put to him this question: 'Will I be given freedom in my work?'"

His reply was, 'Freedom! Why, man, you'll have more freedom than you'll know what to do with. Of course,' he added, with a twinkle in his eye, 'as I go around the country I occasionally see a mighty fine teacher and I should just like the privilege of suggesting his name to you, but the job will be up to you.'

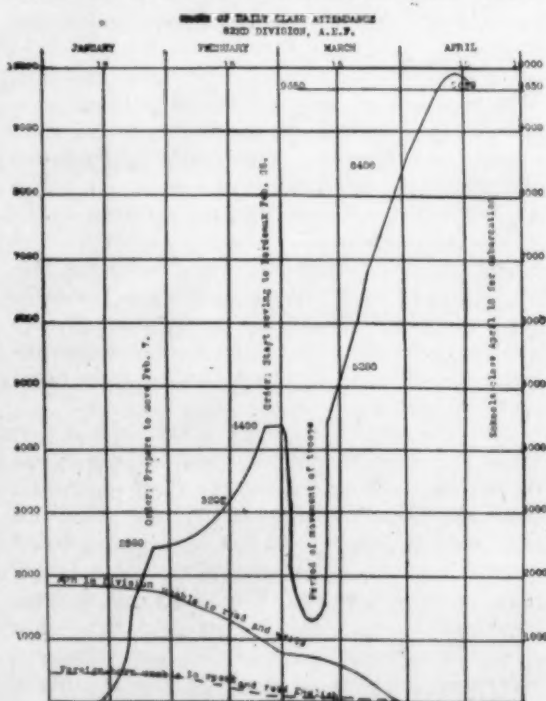
"Then he made this significant remark: 'If you have absolute freedom you will be held absolutely responsible for results.' That was a real challenge but it was a kind of a challenge that a man likes to meet."

"Now, as to your friend's remark 'that assistant superintendents seem to be chosen because they will never aspire to succeed their chiefs'—there is nothing to it. The fact of the matter is, the average assistant superintendent would not want to succeed his chief if he could. He is not aspiring to a superintendency, and it is not a case of sour grapes either. He is the type of man who likes to take a specific piece of work and carry it thru to a finish. He wants to be free from the public demands and distractions that beset a superintendent on every hand. If he is not well known it does not bother him. Some big businessmen shun the limelight too."

"The assistant superintendent of schools who is bigger than his job, and who is working with a superintendent who in turn is bigger than his position, occupies one of the choice educational positions of this country. He has the freedom without the worry. He knows every minute that he has a big man back of him. He is not obliged to scatter his energies over the entire educational field but is left free to work out the problems in which he is most interested. He is relieved of the thousand and one annoyances in the meeting of which the superintendent earns a large salary whether he gets it or not."

"But," concluded my classmate, "the position is misnamed. It should be associate superintendent—for the real associate superintendent is much more than an administrative assistant to his chief."

So here's the answer to my friend's query. I've given it to him on a magazine page instead of in a letter.



AN INTERESTING GRAPH.

The accompanying graph is sent us from France by Mr. J. A. Koontz, of the army educational corps, now educational advisor to the 82nd Division, A. E. F. It will be noted that the movement of troops affected the enrollment but that it increased steadily up to the time of embarkation. The Division has had the largest educational enrollment in France.

S. O. S.—TEACHERS' SALARIES

R. P. Ireland, Gloucester, Mass.

The greatest business of the country is on the road to ruin. This is a startling statement, made without qualifications and is meant to be startling. When business finds itself extremely short of employes and with those on hand discontented and facing bankruptcy, when the quality of its output is steadily deteriorating, any manager can see plainly the signs of decay. When such a business reaches into almost every home, it becomes a matter of national importance.

These statements refer to the present condition of education and schools in general. Here and there we find people in important positions who maintain either that this is not so, or, if it is partially true, it is only temporarily so. Others are diverting the attention of the public from the main question to what a manufacturer would call side lines and advertising samples.

A few years ago conditions were very much better. The normal-school idea had been generally accepted by the public and as a consequence new teacher training schools were being opened up all over the country. Young people were flocking to them in large numbers, and while the output was necessarily not all of good quality, still it was large. The universities were establishing courses in education and were receiving a considerable number of students, so that from one source and another there were so many teachers available that a selective process could be carried out.

At that time the person taking pedagogic training felt fairly assured of a reasonably satisfactory reward, greater in the case of ladies than stenographers and clerks generally were receiving, and in the case of the men comparable at least to what they could earn in many other lines. About this time the agitation for teachers' retirement allowances was beginning to bear fruit, so that state after state and city after city was establishing pension systems for teachers. While the amounts allotted varied considerably, still the minimum did guarantee to the retiring teacher the elements, at least, of a living.

Perhaps ten years ago this condition had begun to change for the worse. The cost of living had begun slowly but steadily to mount up; teachers, where organized, began to ask with some insistence for small increases in salary, \$25, \$50, and in some cases 10 per cent. Needless to say, many of these requests were turned down; and as there still existed a large body of unorganized teachers and a continuous output from the normal schools, the school boards were able to keep up the general quality of the schools.

More recently, say during the European War, and more particularly during the last two years, prices have increased rapidly. The teachers have continued to ask for higher salaries, but with more insistence, and where before they asked for \$25 and \$50, now they are asking for \$100 to \$200, or even more. As usual the school authorities generally have attempted to meet this in the old way, in some cases turning down the request entirely with the old cry of "No funds available," and in some cases granting small increases and temporary war bonuses. This time they find that the usual waiting list is not available. When teachers leave the service, candidates to fill their positions are not forthcoming. To the best of their ability, some persons are maintaining that this is not so.

Just why this is the case is due to several causes. In the first place, the teacher who is facing bankruptcy realizes the situation and has let it be known generally that teachers are not receiving a living wage. She knows that a gen-

eral increase in salary of twelve per cent will not meet an expense increase of 85 per cent. The public press has sized up the situation, and the great monthlies, with their millions of circulation, have spread the facts clearly before the majority of families. The consequence is that, when the girl graduating from high school sees the stenographer wearing a fur coat and riding in her own flivver, while the teacher, in last year's suit goes on foot, she does not go to a normal school but goes to a business school. In one state the normal school enrollment has decreased 30 per cent in the last two years.

The men, too, have found in the war and in business generally opportunities that would not otherwise have occurred, and it is a fallacy to believe that any large number of these men are ever going to enter the teaching profession. Getting down to plain figures, it is estimated by no less authority than the Bureau of Education that out of the teaching force of some 600,000 people over the entire country there is a shortage at the present time of over 100,000. Different reports will vary somewhat, but the main result is the same. There is a shortage of one in five or six.

One of the best paying cities in Massachusetts found that it had lost during the past year somewhat over twenty per cent of its teaching force, with a prospect of a continued loss during the present year. This community and some others like it are able to supply themselves at the expense of other communities, who must in turn repeat the process until the end of the line is reached. The shortage is moved not remedied.

The problem of obtaining substitutes still remains unsolved even in these favored communities. Ordinarily, substitutes are found in a waiting list or in a training class, or in some cases in the senior class of the city or state normal school. The service rendered by the e is not on the whole of very high quality, but still the work furnished considerable valuable training and gave a promise of better things to come, since the substitutes would either develop into full-fledged teachers or become aware of their own inefficiency and turn to other work. At the present time no such condition exists. Substitutes are found mainly among those who have been teaching but have left the service. This supply has not proved nearly adequate and recourse has had to be had to any source; married women and young girls, office assistants, college boys and, in fact, any obliging neighbors have been called upon to occupy the position of substitute teacher. The quality of service rendered by these people has varied greatly and promises nothing, since these people do not intend to enter teaching and presumably have little interest in the work beyond the salary.

The problem of education in the little town in the backwoods or on the hills is a grievous one. Under present conditions, it cannot hope to have teachers; it is fortunate if it can secure persons to fill the places of teachers. Needless to say, education is very nearly at a standstill in such places. It does not matter how wise or progressive legislation may be enacted at the state capitol, whether adequate funds, or supervision, or a lengthened school year are guaranteed or divers requirements met in the equipment or the courses of study—all of these together cannot make up for a lack of teachers.

Those who admit the truth of all this say that it is a temporary condition—that the close of the war, with the shutting down of government activities and the return of business into its normal condition will alter all this. Upon the surface this appears to be possible, but it

must be admitted at once that a very large percentage of those who have been engaged in war activities will not return to teaching or prepare for teaching, knowing there is not a living in the work.

At the same time that this shortage exists, the entire current of public sentiment is in favor of new educational activities. On every hand there is agitation for raising the limit of compulsory school attendance. Everywhere we are hearing schemes for continuation schools. In the larger centers there is an insistent demand for vocational schools, and for more high schools, both junior and senior. During the last year we have realized as never before the need of Americanizing the foreigner, and of getting rid of illiteracy altogether. To this end classes have been organized and held at almost any time in the day outside of working hours. They have been held in factories and stores and even in the shipyards. On every hand, then, there comes the demand for more schools, that more people should go to school, and that they should stay in school longer. The demand for this is so insistent that it cannot be sidetracked. It is useless to say that there are no funds and equipment, because these things must be done. All this means a still greater shortage of teachers, a shortage which cannot be fully met under any conditions inside of ten years, if indeed in twenty.

Anyone at all familiar with the history of economic movements, or in fact of any public movements, knows that while the start may be discouragingly slow, when once in full swing, they go faster and farther than was originally intended and do not cease moving when the causes which started them are no longer operative. In other words, even an immediate increase in salaries sufficient to guarantee the teacher a living wage will not suffice to remedy the shortage. Attendance at the normal schools is greatly diminished and will not immediately increase.

It has been said that a sufficient appropriation for teachers' salaries would not immediately remedy the shortage of teachers. What it would do, or would tend to do, is to preserve the quality of the present teaching. School authorities generally have not seen clearly that the quality of the teacher's work, even of a conscientious and studious teacher, is not a constant quantity but is on the other hand an extremely variable one. The teacher who feels that things are right generally and that education is abundantly worth while can be an enthusiastic and successful worker, stimulating enthusiasm in all about her. The teacher, however, who feels that she is surrounded by injustice which she is powerless to meet and that education pays only in a very limited sense loses much of her enthusiasm and her work is performed in a perfunctory way which does not stimulate any enthusiasm in those about her and which grows poorer as time goes on.

The best treatment of this topic which has appeared during the present year is contained in the N. E. A. Bulletin on "Teachers' Salaries and the Cost of Living." In this the author refers to teachers as the "army of future defense." He demonstrates that present conditions are starving this army of future defense, and that the results will be the same as would occur in any army which is similarly starved.

In spite of all these things, there are some helpful signs in the situation. Teachers are already well along in the process of organization for self-protection. They are seeing things vastly more clearly than they did ten or even five years ago. If they want orators now, they

employ their own orator who will tell them not to be contented with present conditions but how to get to the desired point. They are finding that organized labor generally is reaching out a friendly hand to the teacher. Last winter in Washington a teacher was suspended for a week with loss of pay and refused a hearing for utterances in her class which were not pleasing to someone. The school authorities, who refused to talk for publication, had declared the incident closed. To their surprise, organized labor everywhere is fully aware of the circumstances and is taking an active interest in the case. Today, six months afterward, the education and labor press fairly bristles with a discussion of the case. Educational committees of the labor unions are taking the stand that since they pay much of the taxes and send most of the pupils to the public schools, it is the duty of their members to see that their children are receiving the best instruction that can be given.

In New Hampshire recently, the legislature appointed a recess committee to consider the whole educational problem of the state and to make recommendations. This committee summoned educational experts and others in large numbers before it and laid out an extensive program with many recommendations for additional appropriations amounting to several millions of dollars. This was hailed as a great educational advance, but what was not so widely known was that in a neighboring state the central labor union was listening to a report of its committee on education endorsing nearly the same things as this much-heralded legislative report, only more of them and doing it first.

The people fundamentally responsible for the condition of the schools are of course the school boards. They are charged with a double responsibility—a responsibility to the taxpayer



W. B. ARBAUGH,

Superintendent of Schools, Ypsilanti, Mich.

Mr. Arbaugh, who has just been reelected, has been head of the Ypsilanti schools since 1903. He was previously Principal of the Ypsilanti high school. He is a lecturer at the Western Michigan State Normal School and is prominently identified with school administrative and legislative affairs in the state.

for a wise use of public money, and secondly, a responsibility to the future citizens for the best possible education. The question is, which of these two responsibilities is uppermost in the average board member's mind? It is to be feared that more are concerned with the present use of money than with any serious thought of the future of education. When the ordinary amount of money is being spent, when the schools appear to be running smoothly, when terms and vacations, promotions and gradua-

tions are coming along in regular order, it is to be feared that the average committeeman assumes that all is well. For a knowledge of the real conditions in the schools, they are chiefly dependent upon the local superintendent. Just how much he tells them and what he tells them depends altogether upon the individual in question. If he is a big man who sees clearly and has plenty of courage, he will tell them the truth and the whole truth. If he is a small man, he will concern himself chiefly with matters of detail, or in other words, the oiling of the present machinery. If he is a man chiefly inclined to self-advancement, or of limited vision, he will seek to divert their attention to some one phase which he believes to be all-important or which he believes will bring more credit to himself. School boards might learn much more if they would make use of the teaching force who are on the spot and seeing the problem daily at close range. Strange to say, except in a very few instances, they have chosen not to avail themselves of this reliable source of information.

It has been shown that the quality of teaching ordinarily given at present is very likely to deteriorate, that the amount of it is likely to diminish, and that fundamentals are being crowded aside for things of a problematical value. It follows, therefore, that the children must suffer from this. Tho they do not know it they are being defrauded, their years of school life are passing, and what they are receiving is in many cases *not* education. In days of war we have been horrified at the starving and maiming of the children of Belgium and France. We have wept for very pity and we have fought to rescue them. Can any good citizen, in office or out, be a party to the educational starvation and mental crippling of our own children in days of peace?

The Diary of a Superintendent in a Small Town

February 10. Mr. Dixon, representative of one of the big encyclopedias, called today. I was surprised to see him in this occupation as about the time I began to teach, several years ago, he held a rather responsible position as a ward principal in the nearby city. Since then he has attempted to teach in several smaller places. He is too kind, too unselfish to succeed in this "struggle for existence."

February 11. Miss Motler found a \$10 bill on the floor today. Estell Firstley saw her pick it up and later in the afternoon, John Simpson, Estell's chum, claimed it and she turned it over to me this evening to give to the owner.

February 12. At an informal Board meeting this evening it was decided to take up a few definite things at the Commercial Club meeting tomorrow night. Most of the members were of the opinion it was not the time yet to put the club on record by a vote for or against a bond issue.

February 13. We met again tonight in the county court room. Mr. Knoll, president of the club, was absent, also the vice-president. So a Mr. Courtney was selected for the place. Mr. Ferguson nominated him so I was satisfied.

Mr. Linaere made a few remarks first stating that after talking with a number of the leading citizens, he wished to increase the bond levy to \$60,000. He was satisfied it would take all this amount to construct a building to meet our present and future needs.

When he had finished, John Malott wanted to know why the Board did not wreck the two old buildings and use the material to erect one large structure centrally located for all the pupils and save the expense for heat, janitors, etc.

At this point Mr. Baldwin, who had opposed the proposition two weeks ago, was on his feet and in ringing tone declared he was for a building like the one just mentioned if it cost \$100,000 or more, one the town would be proud of, instead of another dinky little structure. The town was full of these now. Much clapping and head shaking followed this speech, and I was anxious to see if any member of the board would answer this as here was the place before such an idea spread.

Then, Mr. Roberts who seldom has much to say at board meetings, began to speak. He said Mr. Baldwin's ideas sounded well, he meant well, perhaps, but that plan was impossible. The old buildings would have to be used as ward schools. There is, he continued, a constitutional limit to voting bonds and this district could not much exceed the present issue asked for. Of course, he admitted, this community is able to build the one big structure but the assessed valuation is kept low here, as well as everywhere else in the state, to avoid paying state taxes.

No one seemed to object to the central location even if it would cost considerably more money but the very minute it was mentioned to put the high school in the edge of town there was trouble.

A number of other matters came up for discussion and then Mr. Firstley moved the following: "The Commercial Club heartily indorses a bond issue of \$60,000 for a centrally located high school."

Mr. Baldwin was on his feet again to speak. "It seems to me there is a movement to railroad this bond proposition thru without much comment. Here we are about fifty businessmen and

a house full of women and kids. A lot of men who ought to be here are absent. Even the president and the vice-president are away. Why not give a little more time? Let's wait a little longer and see what the Peace conference and the Bolsheviks are going to do."

I could see Mr. Linaere was getting angry. As he spoke he could hardly control his voice. "No one has attempted to railroad anything. There has been talk of a new building here for at least five years. No one denies the need. The Board to have a better idea of public opinion caused this question to be presented to the club. The school does not have to railroad thru this question. But to show you the fairness of the Board I move you, Mr. Chairman, to table the motion before the house till the next regular meeting of the club. Mr. Jason was just a little skeptical of the results of the meeting."

February 14. Was called out of town today to act as judge for a debate in the nearby city.

Our boys lost in basket ball; the girls won.

February 17. A. L. Clark, representative of a Lyceum Bureau, called today and wanted the school to manage the lyceum course for next year. He informed me junior classes in adjoining towns were handling his course and the school in this town was larger than most of these. I fear I was in no frame of mind to take time with him * * * agree for a time, praise his work and then gently tho firmly refuse. I told him at once there was three reasons why I was opposed to the school having anything to do with the Bureau. The first was I had backed personally a course each year till this since I had been in town and there had always been a deficit—the last one \$7.52 for each of twenty. The

second was the very mediocre talent sent out and the third, the school had enough to do if it did it. Mr. Clark left indignant, muttering as he went down the hall, something about mossbackism or words to that effect.

February 18. Somehow the day has been an unsatisfactory one. I have been abrupt, even harsh to several. I know I was too rude with Miss Miles when she came to me about some changes she was planning in her language work. It seemed to me all day there was too much noise in the building. I stood in the halls and listened trying to locate the various sounds but could not. I do not know now whether there was more confusion than usual or that I was abnormal. I must study each more closely.

February 19. Mr. Jason came into the office early this morning and said there was a little breach of discipline in the high school he wished I would handle. He said he would himself but recently he had had trouble with the father of one of the pupils concerned over a \$200 note long over due and he did not wish any more friction with this family if it could be avoided. I learned that last Thursday afternoon two young couples were out "joy riding" when they should have been in school. Mr. Jason was not sure of all the facts.

Shortly after the first period had begun I went to the assembly room and found Edith Stuart there, motioned for her to follow me out and then asked her to tell her story. She blushed, smiled sweetly and said, "I don't understand what you mean." I indicated sufficiently what was wanted and she told me the following: "I had a headache at noon and did not feel like coming to school and I met Lucille Munsterman near the Carnegie Library. Soon Jim Maroney came by in his Ford and we got in and on the square Estell Firstley joined us and we drove over the country to — (twenty miles away) and got back here about 4:30." I thanked her for her truthfulness as this was practically the same story Mr. Jason had related. I next asked if she had told her parents. She had intended to but just hadn't.

I called out Lucille next and asked her for a story but she could remember nothing, in fact grew angry that I should suspect her of anything. I sent her to my office for ten minutes to freshen her memory and then return. In the meantime I talked to the boys and they grinned a little and told complete stories, each one tho guarding his conversation at home so as not to tell his parents. At the allotted time Lucille returned but could remember nothing.

"You have done nothing the past ten days that we should know at this time?" "I do not remember a thing."

"Now, Lucille, go home and stay there till you can recall some misdemeanor you have done, then return and tell us."

About a half hour later I telephoned Mrs. Minich, Lucille's grandmother, with whom she made her home and asked if Lucille had come home. "Yes," she replied, "with the sick headache and I put her to bed with a hot iron to her feet." I told the grandmother the facts.

February 20. Lucille told a simple but truthful story this morning.

The worst storm of the winter has been sweeping over this section today. A dozen or more parents telephoned this morning to know if their children arrived safely. Most of the classes in the grades were small and we closed a half hour earlier than usual. It just happened, too, that Mrs. Andrews came with extra wraps at the usual time for her children, missing them somehow on her way here.

February 21. The girls' basket ball team from another school arrived at noon and about 1:30

came to the school. The championship for the district lies between this team and ours so their visit caused far more excitement than necessary. Of course they and their coach were free to visit the different rooms and I fear they took full advantage of their privilege. Then our pupils felt thirsty, had to visit the closet—anything to see what was going on—and two of our girls just had to use the telephone.

We had a record breaking house financially tonight. Long before the preliminary game started between the freshmen boys and a local business college, all standing room was taken. As the crowd was gathering it was interesting to me to watch the visiting coach and players. For

L'ENVOI.

(After Kipling.)

Mez M. Polder, Jamestown, N. Y.

When school's last lesson's recited,
And the papers all marked with red ink,
When the desk is all put in order,
And we're far too tired to think,
We shall rest, faith we shall need it—lie down
for an aeon or two,
Till our good Board of Education shall set us
to work anew!
And those that were good shall be happy,
They shall sit in a straight-back chair
And mark on a smooth slate blackboard,
And have never a minute to spare;
They shall have reports to work on,
Reports for Spring and Fall,
They shall work for an age at a sitting,
And never be tired at all;
And only the Board shall blame them
And only the Board shall praise,
And no one shall work for money,
Nor even think of a raise;
But each for the joy of the working
And each in his separate grade,
Shall continue to teach the children
And forever go under paid.

two years they had been undefeated. In the first game of the season they had defeated us by a large score. They had an air of confidence, well, perhaps of haughtiness, as they tossed the ball into the goal or to each other. Each player, too, wore an expensive sweater with the letter of her school on it. We won the game but the boys in a neighboring town lost as usual.

February 24. Edgar Brooks, a senior, at assembly made a speech congratulating the girls upon their excellent game last Friday night. In his remarks he said no one could help noting the fine sweaters the visitors wore and since our girls had shown their superiority, it seemed nothing more than justice that our players should be provided too. He understood there was still considerable money in the treasury and this could be appropriated. Mr. Jason who was conducting assembly asked if others wished to discuss this subject and Bessie Carpenter, Captain of the team, stated it seemed nothing more than justice as Edgar had mentioned that the girls should be awarded the sweaters as a year or two ago when the boys defeated every team, they were given expensive sweaters and she felt the girls were just as good as the boys. As the time was up Mr. Jason closed the assembly.

At a high school teachers' meeting this afternoon, this subject was discussed. Miss Motler, the coach, was quite clear as to her stand. "I am opposed" she said, "to awarding these sweaters just as I was two years ago when the boys received theirs. As time passes more and more expense is added to education. I said education. I don't mean that, but to silly side lines for sweaters, rings, banquets and so on till some students can no longer stand the strain and are forced to quit even in their senior year. You know these conditions as well as I. It will cost from \$75 to \$90 to secure these sweaters if we give anything of value. What an impetus this

would give if we should offer a few \$10 prizes in English, mathematics, sewing, normal training." I could tell from the action of the others she had expressed their sentiments!

After the meeting Miss Motler told me she would speak to Mattie Miller, one of the players, and she was sure Mattie had good judgment enough to stop any desire the girls might have.

February 25. Mr. Hodges, ward principal, came to see me this evening about securing his resignation. He says he has been offered a much better paying position and work all the year round as manager of a farmer's cooperative organization just being established here. He said he realized how hard it was to secure anyone to take his place but others had been released and he had a wife and family to support. The position was the most permanent and the best paying he had ever had offered him and he just could not afford to let it pass. I promised to do the best I could.

February 26. "Might as well let him go as we have the others" was the comment of most of the members when I talked with them today. Two or three suggested that I use the wire and telephone freely to secure another principal.

We also talked about the club meeting tomorrow night and several thought it might be well to have Mr. Knull postpone the meeting as he desired to do so on account of a big protracted meeting in session. They assured me I need not worry about the delay as sentiment was increasing all the time for the high school.

February 27. Mr. Danby, who is just out of the army and again in his old job, representative of a big book company, called today. He has been out of the work nearly two years and this is one of the first schools visited. We spent the hour or more he was here talking of the changes in superintendents recently in the state and, of course, of the probable changes this spring. When he started to go we talked books about five minutes.

February 28. Edgar Brooks, at assembly today, asked Miss Dick who was presiding, if anything had been done about the sweaters. Mattie Miller who had played center for three years made a short talk. "I'm a member of the team and perhaps would be awarded a sweater but I don't believe it's the thing to do. We raised the money in the treasury last fall for athletics not to buy wearing apparel. We are no college. We can't do like they do at the university or the normal and I am not so sure they are right. It's true we have some money but this may be due to careful management and again the season is not over yet. It would be no crime if some of the money was carried over for next year." When she sat down I was surprised to hear the vigorous clapping. Others on the team made brief remarks, even Bessie, the captain, had reconsidered the matter.

March 3. Mrs. Hanna was waiting for me this morning when I reached the office. I tried to think while removing my overcoat what might be the cause of her visit as she had only one boy in school and he was doing well. We had a few friendly remarks and she began: "It seems to me, Mr. Superintendent, it takes more money than it should from poor people like we are for the upkeep of the school. Just last night Ralph asked for \$2 and at the beginning of January and also February we gave like amounts. Ralph does not seem to know what it is for. I read in the papers you had sufficient money for athletics and then you know Ralph takes little part in this anyway." Then I explained about the United War Work Campaign, how the pupils had pledged so much to be paid on the installment plan and the school got nothing except the honor of collecting the money and turning it

over to the proper authorities. I believe she left satisfied.

March 4. Some one pried open a window last night and stole nine of our best Victor records. I am still wondering why he did not take more.

March 5. For the past day or two there have been sure enough signs of spring. Tops and marbles are seen everywhere on the school grounds and Miss Doyle reported she has confiscated over forty marbles.

Learned today that another superintendent had made application for the position here next year.

March 6. The entire high school faculty from an adjoining county seat made us a visit today. They arrived near the beginning of the first period and Miss Munster during her period off saw the local teachers and arranged for lunch at one of the hotels. At assembly each visitor made a short talk and at the close of school a faculty meeting was held more to compare problems than anything else.

March 7. The basket ball season closed tonight. The boys won two games and the girls lost one during the season.

March 10. I received today a box of candy and inside was the following: "Please accept this little gift in appreciation of the pleasant and profitable day we spent with you.

— H. S. Teachers."

March 11. I had a long talk with Mr. Hass again this evening. It is always refreshing to talk with him. His vision into the future is far even in this foggy propaganda period. After a time I guided the conversation to the bond issue. "Yes, we need the school but you will have to be careful how things are handled. You will have to act quickly too. There is a movement to vote \$100,000 in bonds for hard surfaced roads in this township. Several men who are backing this are opposed or are neutral for the high school. Now, you stay in the background. It will be best for you and the cause you are working for. Like most of us you have some strong enemies who might oppose the bond issue because they do not like you." I knew his advice was sincere and I thanked him with more feeling than words.

March 12. John Gibson, a junior, came into my office greatly excited this morning, "Prof., they are getting everyone they can to join the Commercial Club who will vote against more taxes. Dad knows of three or four who joined yesterday. Dad says there is nothing in the constitution and by-laws of the club to prevent us high school boys from joining and voting too when this proposition comes up. We boys have been talking and we've got the money to join if you want us to."

This was interesting information. I told him to talk his scheme among the boys and I would let him know what to do soon.

March 13. As I went past the postoffice on the way to school there were hand bills everywhere asking the Commercial Club to vote for the bond issue. High school pupils unknown to any member of the faculty had put them out.

At assembly this afternoon Miss Dick, always ready to sacrifice herself for a cause, made a motion that all women and girls since they could not vote anyway, stay at home tonight. There was some objection but the motion passed. John Gibson made a report in which he stated that over fifty high school boys had sent in their money and names to the secretary of the club and there would be many more by night.

It was easy tonight, I fear just a little too easy. Mr. Baldwin was not present and the resolution was passed unanimously for the bond issue.

March 14. The school was tense with excitement this morning. I found Misses Dick and Munster lecturing some enthusiastic sophomores that this was merely the first skirmish, that the bitter trench warfare would soon begin.

March 17. Had a longer assembly today than usual. A number of visitors was also present. The subject up for discussion was: Resolved, that no freshmen should wear green on St. Patrick's day.

March 18. Word was passed around by someone this morning that the state inspector was in town. I do not know what started this report unless someone saw that good looking oil salesman who was demonstrating his wares here about 8 A. M.

March 19. The seniors have been having considerable trouble lately trying to decide upon their invitations. Miss Bechtell had tried various means and finally suggested some members of the faculty be called in to help them out. A few suggestions were made and they reached a decision. I believe they are satisfied.

March 20. The basket ball tournament for the district will be held at the normal tomorrow and the next day and as I am a member of the board handling the matter, went a day earlier as I understood there would be some irregularities. We on the board tried honestly to follow the rules of the association made long before some of us had come into the district. Some schools had not paid their annual dues. There were protests against schools for playing ineligible men. The S. A. T. C. of last fall added to the difficulties. The high schools in the nearby city used to doing as they please in the district had not played the required number of games and there were changes made in the schedule of the tournament at the last moment. There was no end of dissatisfaction. I lost several friends. The normal authorities were scared less the mix-up would reflect upon the institution. Late tonight as I try to write this at a table in the hotel lobby I can hear men and boys condemning that board.

March 21. The daily papers from the nearby city had a long article about the decisions of the board. The news article started thus: "For the first time in the history of the association, the local schools have been ruled out. Unfair,

yes, outrageously unfair." The reporter who wrote the article had no more use for facts than a farmer in Alberta has for a lamp in summer.

As we continued to fuss, fume and abuse each other I had to laugh to myself at times and wonder if all this—this tournament, the expense, the trouble—was education, a protuberance or a sport.

March 22. I had just finished grading and studying a set of language papers in the sixth grade this evening when my wife began: "It seems to me you have been in this school long enough. You ought to do better. Why not try an agency? You know Benson secured a good position and you are just as well qualified as he."

She hesitated and I asked her to go on, that it is seldom I hear such pleasant things and these kind words are especially soothing after my recent drubbings.

We decided to risk four dollars on agencies and I tried for an hour to think of eight or ten men whom the agencies called for, to recommend me. Some of these men I have called on so often for recommendations that I feel ashamed every time I meet one of them.

March 25. While at the ward school this afternoon Miss Cosgrove asked to see me at the close of school. I went up to her room at the appointed time and we talked professionally a few minutes and then she began: "I might as well come to the point at once. I am planning to get married Sunday. I know you are wondering why the haste but it is this way. Charles, you know Charles I am sure, is going to farm in western Canada this spring. He must leave soon to begin work there. Now, it may seem foolish to you but I want to be married here with my parents, and my uncle, who is a minister, has since my girlhood asked for this privilege if I found the right man. I shall continue to teach till school closes. I want to know if it is all right with you and the board and I would prefer it was not known generally too soon."

This was the first time in all the years we had worked together she had ever asked for a personal favor. "Accept my congratulations, my girl, and may you have all the blessings life can give. The board members are reasonable men."

March 26. At a special meeting of the board tonight it was decided not to hold the bond election at the time of the regular school and municipal elections as there are too many factions at work then. The election was set for the closing week of school, Tuesday, May 13. The secretary was instructed to file the notices in due time.

March 27. The senior girls had their tacky dress day this afternoon. For some reason I have not learned the boys did not join them. It was too good a chance to let pass in assembly. Juanita Henry who had the tackiest makeup was elected chairman and then someone made a motion that each senior girl make a speech on "The dress shows the mind." For fifteen minutes the girls blocked every move to bring the motion to a vote but it finally passed and the girls were game.

March 28. The following letter was published in one of the local papers yesterday:

"To the Editor: I am a taxpayer. I owe considerable on a small house and three lots in this town. It is about all I can do to make a living and pay my interest and taxes and now taxes may be a lot higher. I am told the commercial club would have voted down that high school bond issue if all them boys had not joined the club. I consider this an outrage when a thing like this can happen. I am against it.—West End."

If that is the opening gun of the counter offensive, what will be the final outcome? I wonder.



DR. GEO. D. STRAYER,
President of the National Education Association,
Milwaukee, June 28-July 5.

Shower Baths and Dressing Rooms for Girls in the Gymnasium of the Michigan State Normal College

W. P. Bowen, Professor of Physical Education

Many mistakes have been made in the planning of gymnasias, but few if any are so often made and so serious in their consequences as the providing of shower baths and dressing rooms for girls on the plan that has proved satisfactory for boys. Every girl will have a private booth in which to bathe or she will not bathe, and this is the first principle to put down to guide the planning of the bathing equipment in a girls' gymnasium.

When our gymnasium was first built in 1893-4 it consisted of two complete outfits, one for boys and one for girls, and the two were practically identical. The first demand of the women teachers was for many small dressing rooms, and these were provided temporarily by denim curtains, dividing the space of the locker room and shielding the girls from observation while change of costume was being made.

There were eight shower baths, and since our classes often went as high as 64, it meant that eight girls had but one shower between them. Time for dressing and bathing was brief, making it impossible to use the booth in turn. The result was that bathing could not be made compulsory and never became popular; in fact, the girls' shower baths were never used, except by the basket ball team or some other small group, in the late afternoon when there was plenty of time to take turns.

Serious as this was, leaving undone one of the most important hygienic features of gymnastic work, it led to another and possibly more serious difficulty. To avoid frequent colds as a result of the gymnasium practice, it was necessary to make the work so mild that no one would become sweaty, especially in cold weather, and the consequence was so mild and tame a type of physical exercise that the girls did not enjoy it as they ought and did too little actual muscular work to build up their strength—the thing the average girl needs of all things to do.

In 1916 the two old gymnasias were given over to the girls and new equipment was installed to remedy these defects. Two plans were considered: the so-called "shower unit" plan and the "Wellesley" plan.



GIRLS' GYMNASIUM, MICHIGAN STATE NORMAL COLLEGE.

The shower-unit plan involves the installing of showers singly all over the room with lockers grouped about them so as to form in part the dressing rooms needed. Sides of wood, steel or cloth complete the rooms and the lockers open into them. When the girl using the room is ready the shower is at hand for use.

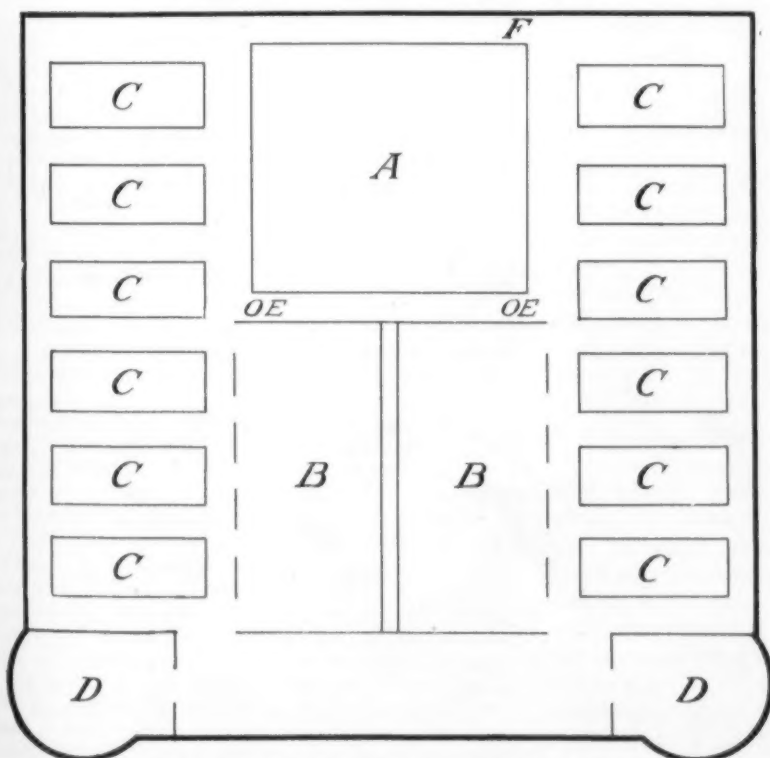
This plan has at least three serious objections: First, the expense of laying drainage pipes and constructing other plumbing is greatly increased by spreading the showers widely. Second, the vapor and steam set free is all thru the basement and in close apposition to lockers and clothing, causing rust and mildew in warm weather. Third, there are long stretches of pipe to empty of cold water before a warm bath can be had.

We decided on the modification of the Wellesley plan shown in the accompanying figures. We placed 960 lockers, 12"x12"x42", in double

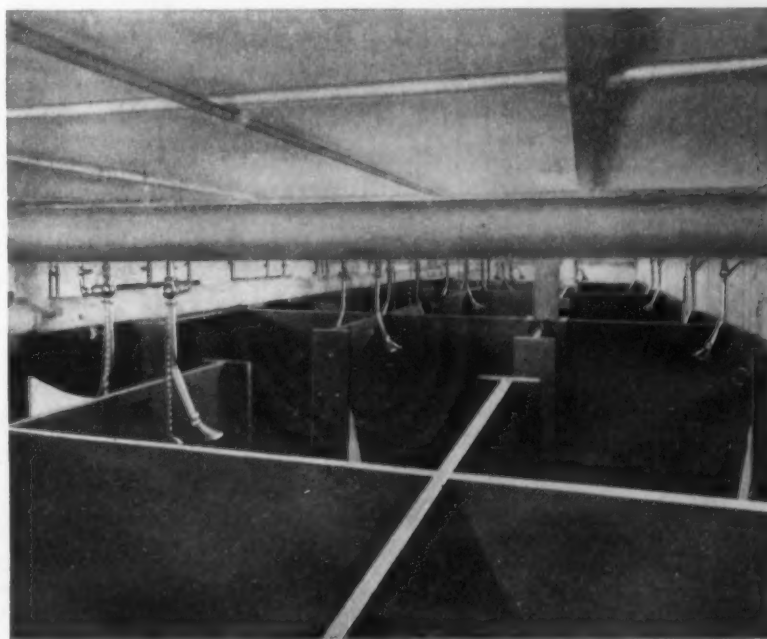
tiers, in straight rows, and rooms for dressing were built in on each side of every row, giving eight lockers to a room and 120 rooms in all. This evidently accommodates two classes of sixty girls at once, one girl in a room. Each room is supplied with a stool. The space, 3'x4', is sufficient for one person to dress. The eight lockers are assigned to girls coming to class at the eight different class hours of the day, so that no conflicts are necessary. A few are always out of class, so that the equipment easily provides for 1,000 girls a day.

The shower baths are in slate booths 3'x3' in size and are placed close together in a room enclosed to the ceiling from the rest of the basement and connected with several ventilating stacks, which carry off the steam. There are 96 showers in two groups of 48, placed handy to the dressing rooms. Six showers of each group are separately controlled; the other 42 have

Scale, ——— = 16 Feet



FLOOR PLAN OF BASEMENT OF GYMNASIUM.



GENERAL VIEW OF SHOWERS.

At left: A, Pool; B, Showers; C, Lockers and Dressing Rooms; D, Toilets; E, Mixing Valves.



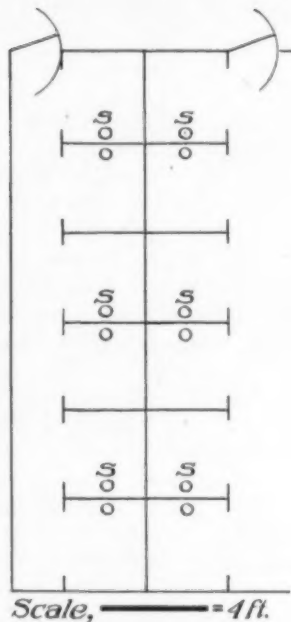
TYPICAL DRESSING ROOMS.



VIEW OF BASEMENT. (Taken from Point F on Plan.)

common temperature control by a large mixer handled by a teacher. The control or mixing valve being the most expensive part of the equipment the use of the single mixer for many showers is a big saving. It also saves the time of the students. The shower booths have canvas doors that hang by two eyelets from two pegs. The shower heads are placed on the side wall of the booths varying from 5' 6" to 6' from the floor, and throw a spray slanting downward, which makes it possible to bathe without wetting the hair.

The outfit is used as follows: When a class is dismissed from the gymnasium floor the teacher passes to the basement with the pupils. While they are removing gymnasium suits in their dressing rooms the teacher sets the mixer for the warmest water to be used. As soon as a girl is ready she wraps about her a bath sheet that is furnished her, takes her towel and goes to the bath room. She hangs the canvas door in place, puts up her bath sheet and towel where they will keep dry and pulls the chain that releases the water, standing aside a moment until the cool water in the pipe has drained off. The teacher slowly regulates the mixer to cool the



PLAN OF DOUBLE ROW OF SHOWERS AND BOOTHS. ONE OF EIGHT UNITS.

Scale, — = 4 ft.

using the towel in the shower booth and taking a little care to keep the sheet clean and dry it can be used for two weeks or more before it needs laundering. It is kept folded up in the bottom of her locker. Free towels are furnished and laundered every day. A moderate fee covers laundry expense.

The equipment must include a heater holding enough water to supply all the showers at once and to provide enough heat to warm it to proper temperature in an hour. Our plant includes a large heater connected with the steam used for heating the building and a small "booster" having a separate supply of steam at a higher pressure. If the heater is not near the showers there must be a return pipe for circulation, so that hot water will fill the main supply pipe in the shower room.

Under some conditions, especially in high schools, it may be more satisfactory to put in the Kansas City plan of lockers, with two full-length lockers and eight small box lockers in each dressing room. This plan gives a full-length locker to each girl for her street clothes and a small box locker for her gymnasium clothing. The college girls prefer the 42-inch locker for both suits, since the box locker necessitates folding the gymnasium suit in a small space which is apt to wrinkle it badly.

Anyone planning a bathing equipment for a

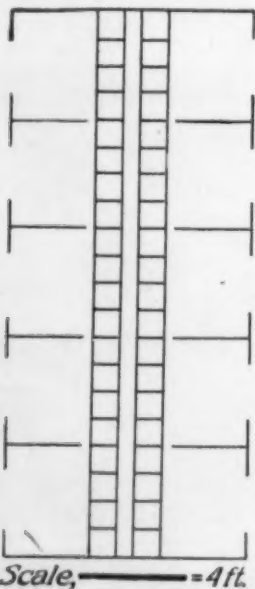
girls' gymnasium should consider all these points carefully and design something extensive enough to accommodate all the girls who will attend—providing as many dressing rooms as there are pupils in a class and as many lockers in each dressing room as there are classes. A few showers with separate mixing valves will cost as much as the outfit for a whole class with one mixer, and two or three separately controlled showers accommodate all the individuals who take baths irregularly. After using the outfit two years we feel that such a plan can be recommended as practical and not too expensive.

NEW RULES FOR PRINCIPALS AND TEACHERS.

Durham, N. C. The Durham Board of Education recently adopted a complete set of rules to govern principals, teachers and pupils. These rules are supplementary to the general rules and regulations of the board. They read as follows:

1. Principals shall be held responsible for the general management of their respective schools.
2. They shall devote a part of each day to visiting the classes for the purpose of supervising and directing the work of the teachers.
3. They shall teach at least five hours a week.
4. Principals will not reprimand or criticize a teacher in the presence of pupils.
5. Principals shall practice their schools in fire drills once a month, and as much oftener as may be necessary to get the teachers and pupils out of the buildings quickly and without confusion. They shall post in each room a placard showing what shall be required of teachers and pupils in case of fire alarm. They shall test the fire alarm daily before the opening of school.
6. Principals will not permit notices to be circulated from room to room, nor shall they permit pupils to pass from room to room for any purpose whatever. All notices shall be posted on a bulletin board. In cases of emergency notices may be sent around by the janitor.
7. Visitors are welcome in the schools at all times, the principals, however, may withhold the privilege of visiting from any visitor the purpose of whose visit, in the opinion of the principal, is not for the good of the school. When any person is denied the privilege of visiting, the principal shall immediately report the name and circumstances to the Superintendent.
8. Principals shall not permit any one to enter their respective school premises for the purpose of exhibiting to teachers or pupils any book or article offered for sale. No list of pupils shall be given by principals or teachers to any person except on order of the Superintendent.
9. A principal or teacher shall not invite any person to address the pupils under his or her charge without the consent of the Superintendent.

(Concluded on Page 84)



PLAN OF ONE OF THE TWELVE DOUBLE ROWS OF LOCKERS AND DRESSING ROOMS.

Scale, — = 4 ft.

water, coming to a temperature of 65 or 70 degrees after about five minutes. The girl dries herself and then wraps the bath sheet about her and returns to her dressing room. The sheet also serves as a door to the dressing room. By

SCHOOL BUSINESS OFFICIALS MEET

Eighth Annual Convention of the National Association of School Accounting and Business Directors at Cleveland

A growing movement among business officials of city schools looks to the elevation of the business management of school districts to a much higher plane than has obtained in the past. This movement which is represented in part by the National Association of School Accounting and Business Officials, recognizes the fact that the educational advance of the schools is dependent in no small way upon wise financial, building, and general business policies. It seeks to make the business side of the schools as efficient and productive as the application of the best principles and the latest experience in buying, architecture and building construction, finance and accounting, etc., can make it. Incidentally, the movement hopes to make the work of the school board secretary of the small community and of the school business manager, the purchasing agent, the accountant and the building superintendent of the large centers more permanent, more efficient and universally recognized as distinct and honorable callings. Briefly the business management of the schools is to be professionalized—if we may apply such a term—within its limitations, just as the educational superintendence has been professionalized.

The best indication of the earnestness of school business executives to better themselves and their work is found in the annual conventions which the National Association of School Accounting and Business Officers holds. It is the hardest working meeting which the writer has had the privilege of attending. Its officers have set the rule that papers shall be prepared on the basis of facts and experience and that theory shall be left in the background. Questions and discussions are encouraged and are a regular feature. Minimum standards of practice are constantly under discussion and the adoption of a standard or rule follows only after careful investigation by a committee and full discussion. A brief resume of the association's eighth convention, held at Cleveland, May 20, 21 and 22, will give a better view of the work of the association.

The First Session.

Rare insight into the purposes of the Association was displayed in the address of welcome, by Mr. Mark L. Thompson, president of the Cleveland board of education. Mr. Thompson pointed out that twenty years ago and more, it was a very doubtful honor to be a public official and that sooner or later a man's reputation suffered from being a member of a school board or other public body. The change which took place some twelve years ago, following the national movement for honesty and efficiency in municipal and state administration, expressed itself very largely in better accounting and buying methods. In Ohio, the movement resulted in the establishment of the State Bureau of Accounts which has unified the accounting and which is a constant check on public business affairs. There is a new spirit in public business, which tends to respect ability and honesty in public officials and which causes them to assume a professional attitude and to seek constantly for greater efficiency. In describing his own experience in the Cleveland board, Mr. Thompson spoke of the former practice of having board members pass upon numerous details of purchases, repairs, etc., with personal knowledge and responsibility. Some five or six years ago, a director was appointed to take over all the business affairs of the schools and with confidence in his business judgment and honesty, the board limits itself to general approval of his acts. The board recognizes its limitations

as a group of laymen and after outlining its general policies, employs competent men and then lets them alone.

Success in school administration, in Mr. Thompson's opinion, depends largely upon the creation of a permanent class of professional officials who are competent, who apply common-sense methods and who constantly marshal facts and figures for purposes of comparison and improvement.

Stocking School Supplies.

The first set paper of the day was read by Mr. E. M. Brown, supply commissioner of the St. Louis board of education, who described the system of stocking and distributing school supplies obtaining in the department over which he presides. The cost of handling supplies is as important in Mr. Brown's opinion as is buying at right prices. The former must be so managed that it is reduced to a minimum and does not detract, or as is sometimes the danger, outweigh the advantages of judicious, close buying. In St. Louis, contracts are made annually and careful consideration is given to the relative advantage of direct delivery to the schools or to the central warehouse of the board of education. During the past four years, war conditions have made it desirable to stock a majority of the items in the warehouse in order to obtain advantages of price and delivery. The warehouse is a five-story building, 172 by 155 feet and provides space for storage, shipping platforms, a bindery, a carpenter and paint shop, and electrical, plumbing and steamfitting repair shops. A garage adjoins the main building.

Mr. Brown classifies supplies as (a) educational, (b) janitors, and (c) raw materials. The terms are self-explanatory. Under raw materials are grouped all articles used by the mechanics of the board in the repair and maintenance of school buildings. Accurate records are kept and it is possible by semi-annual checks to verify inventories and records, both as to quantities and money value of purchases and stocks on hand. The value of the average stock in the warehouse approximates \$75,000 and in the summer approaches \$130,000. The total yearly purchases amount to \$650,000. A surplus is always maintained so that no late deliveries in August or otherwise can embarrass the schools. Orders for staples are usually placed in May for delivery on July first.

Some materials, such as the miscellaneous articles used in manual training, domestic art and science, are delivered directly to the schools by the contractors. Lumber goes to the warehouse for inspection and storage. Regular deliveries of supplies are made monthly by means of trucks and certain supplies, such as kindergarten, manual training and lumber, are handled quarterly. Emergency requisitions are honored immediately. The whole system is calculated to reduce expense of cartage and to keep stocks in the school buildings at a minimum. The first delivery for September is made during the vacation period, upon an estimate filed before the close of the year in June.

All requisitions for educational supplies originate from the superintendent of schools or the principal as his representative; janitors' supplies and furniture are ordered by the superintendent of buildings, janitors or principals. Accounting of all things handled is complete so as to insure accuracy and prevent losses. Reports are made monthly and annually so that total costs and per capita costs can be readily determined.

The discussion of the paper brought out vary-

ing practices in as widely separated cities as Boston, Philadelphia and New Orleans. The general experience seemed to favor centralized receipt of supplies for efficiency and uniformity in inspection and distribution. The relative advantages of buying annually, of distributing buying thruout the year, of obtaining full year stocks or less, were discussed with the conclusion that it is best to buy when the market is right, and to use judgment in meeting local market and school conditions, delivery, etc.

The Standardization of Janitors' Service was presented for a special committee in the form of a progress report, prepared by Mr. George F. Womrath of Minneapolis. The report which will be presented in full in an early issue of the Journal, argues that the janitorial service in any schoolhouse be placed on the basis of "man-hours" required and "man-power" exerted, that the element of difficulty in each building be considered and that with it the number of men needed for a given building be computed. Ultimately, the rate of compensation must be fixed on local wage rates. The committee was continued for the purpose of extending its study and producing a workable scheme adaptable to general city situation and calculated to remove present shortcomings in the distribution of men and the calculation of their pay.

School Bonds.

Mr. H. W. Anderson opened the second session with a paper on "School Bonds." In the course of his argument, which was based in part upon personal experience as secretary of the Kalamazoo board of education, Mr. Anderson pointed out the wisdom of direct tax levies for building operations, or where this is not possible, short term notes or short term serial bonds in place of long-term sinking fund bonds. The discussion which followed showed a wide divergence of opinion. It was submitted that the average earning power of business capital in the United States is seven per cent, while the average interest rate is six per cent. School bonds cost somewhat in excess of four per cent. Interest paid on school bonds is not an expense but in reality a desirable form of outlay for the use of borrowed capital. Bond issues leave the money in the hands of the taxpayers until the debt is discharged and permit an earning to the taxpayer which would be lost in immediate payments. It distributes the cost of buildings upon the generations which benefit therefrom. In answer to this viewpoint, it was said that a considerable part of the taxes come from small property owners who are not embarrassed by the sums which they pay and who do not invest them at high interest rates. It was argued that it is desirable to pay as you go and that we are so expanding our public debts that a huge burden is accruing for future generations to liquidate. The tendency to bond is unwise public policy because it leads to extravagances and minimizes the fact that payment must be made at some time. The amounts which certain cities must levy for meeting fixed charges of interest and the retiring of bonds has injuriously reduced the funds available for direct educational purposes and will grow worse as the sums bonded for increase in amount.

Inspection of Supplies.

In a paper on the inspection of school supplies, Mr. C. M. McKee, superintendent of supplies for the Pittsburgh board of education, declared that the efficiency of any inspection depends not only on the care with which it is carried on but largely upon the accuracy of the specifications which precede and are a part of the contract. Specifications must be definite

and fair, and where they are not easily possible, must be replaced by the use of standard samples to guide both bidders and school officials. In making inspections, it is desirable that definite, standard tests be made. Thus, paper, should not be tested superficially by taking a sheet and holding it to the light. A standard tester to show tensile strength should be used. Such articles as disinfectants, should be tested for phenol coefficient by a competent chemist; sponges should be examined by a washing test against "loading"; lubricating oils should be judged by competent examination as to flash, viscosity, etc. It is desirable that tests for school goods be reestablished at this time. The laxity due to war conditions is no longer excusable and substitution should be eliminated. Inspection has a two-fold effect: It ensures the delivery of exactly what is called for and, secondly, it eliminates the dishonest bidder. School districts are enabled to get one hundred cents of value for every dollar they expend.

Reorganization of Business Administration.

An interesting story of the changes which followed in the wake of a survey, constituted the substance of the address of Mr. D. D. Hammelbaugh, of Harrisburg, Pa. Mr. Hammelbaugh's paper, which is reproduced on another page, showed how the office of secretary in his community has grown in importance since the passing of the Pennsylvania school code and how it has been professionalized as the result of a survey undertaken by independent outside experts. Mr. Hammelbaugh made clear that while the Harrisburg survey had not resulted in the formulation of a series of practical suggestions which it has been possible to put into force, that it has crystalized public opinion and has made possible the reforms which the regularly constituted school authorities had known to be necessary but had not been able to put in force.

A question box was opened and the questions were largely answered by various secretaries who related the practice obtaining in their home communities. The problem of coal supplies and coal costs brought out the fact that anthracite will increase in price during the present year, but that it is not established whether bituminous coal will be necessarily reduced in cost. Methods of paying teachers on the basis of ten months and twelve months brought out an interesting variety of plans from the most liberal method employed in Highland Park, Mich., to the rigid traditional plan of paying at the end of each month.

Mr. E. C. Baldwin, of the Massachusetts State Board of Education, brought out in his remarks, the fact that school districts are not obliged to pay any of the special war revenue taxes imposed by the federal government. Mr. Baldwin declared that school boards are wasting their funds when they pay a tax on freight or on express shipments, or the special taxes on scientific instruments, chemicals, sporting goods, etc. The government does not intend to impose the railroad fare tax on school officials who are traveling on school business. When orders for school goods are placed f. o. b., place of delivery, it is well to send the manufacturer or dealer exemption blanks furnished by the local collectors of revenue and to state specifically in the order that the goods bought are intended for public purposes.

Mr. William Dick of Philadelphia and others showed that it is possible to obtain the return of taxes paid in error. Mr. Dick cited the fact that the Philadelphia board has collected the sum of \$1,500 within the past year on freight shipments of coal and that other rebates have been paid on taxes erroneously paid by manufacturers and dealers and charged to the school districts.

The Wednesday Sessions.

Mr. H. R. Bonner, statistician for the United

States Bureau of Education, Washington, opened the Wednesday sessions with an extended discussion of compulsory attendance laws. His paper proved to be of considerable interest because a large number of secretaries in the smaller communities are charged with the duty of enforcing the compulsory school laws. Mr. Bonner showed by means of a series of charts just what the exact situation is in each of the 48 states. As a basis for each chart, he laid down desirable qualifications which the attendance laws should have. These in detail, related to the number of years of compulsory attendance, the length of the school term, continuity of attendance, permissible absence, child labor and labor permits, enforcement of the laws, etc. He showed that the states in which the laws are longest in existence, have the most comprehensive and satisfactory status and are most successful in their enforcement. The states which have been backward in introducing laws have been exceedingly lenient in the character of the laws and have not enforced them as thoroughly as the older northern states. The states of the far west which are comparatively new, have the most comprehensive laws and are sharp in their requirements. These states have had the laws in existence since their admission to the union, and in some cases, as long as the oldest eastern states. Mr. Bonner set forth to the association as a minimum ideal that compulsory school laws shall require the attendance of all children for full seven years and that no child shall be allowed to go to work before the age of 14. He urged that the schools adopt full nine months' terms and that the children be required to attend without interruption for the entire term. In finally summing up his argument, he showed that the compulsory attendance laws in the United States touch upon 686 specific points of regulation and that with this as a maximum of one hundred per cent, the analysis of all the laws of all the states, scored a total of 376 points or 55 per cent perfect.

Dr. G. W. Gerwig, who led in the discussion of the paper, made a very pertinent comparison of the efficiency of compulsory school laws with the efficiency of American manhood as indicated by the army findings during the war. He showed that democracy is not made safe in the United States when from 36 to 40 per cent of the country is physically inefficient, when the illiteracy ranges from one-half to fifteen per cent, and when there is a large population which is unassimilated and un-Americanized.

School Accounting.

Mr. Hiram C. Case, chief of the administration division of the New York State Department of Education, read the concluding paper of the morning. He discussed at length the subject of Uniform School Accounting. Mr. Case traced the movement for better school accounting from its earliest beginnings in 1859 when the National Education Association placed itself on record in favor of a uniform method of aggregating school accounts by which it would be possible to contrast school systems and school statistics. The first impetus for the present improvement of uniform accounts was given in 1910 by E. E. Brown, at that time Commissioner of Education. Mr. Brown's efforts which were exerted thru Dr. Harlan Updegraff, resulted in the formation of a National Association of School Accounting Officers and produced immediately a series of blanks for the national reports which local school authorities make biennially. This division of accounts has been accepted by the Bureau of the Census and is in reality the basis of the present day scientific school accounting.

This blank divides all school accounts into the following classes: 1. General control; 2. Instruction; 3. Operation of Plant; 4. Main-

tenance of plant; 5. Debt service; 6. Auxiliary agencies; 7. Capital outlay; 8. Fixed charges. These items, which were described and discussed in the columns of the Journal in past years, were briefly argued by Mr. Case. They were adopted in New York State three years ago as the basis for a state-wide system of accounting. In addition to the special divisions suggested by the federal government, Mr. Case has worked out a very complete system of definitions for distributing receipts and expenditures and has so unified and systematized the work that it can be done by any average bookkeeper. The state of New York thru Mr. Case's department has devised complete forms for accounting and has published loose-leaf blanks for a ledger and other record books. A handbook has been printed as a guide to local school clerks. The New York system has been adopted in from one to eight cities in thirty states thru voluntary action and has been found practical in the most widely varying conditions.

The morning session was closed with an informal discussion of various school administrative problems which were presented in the form of questions.

School Architecture Discussed.

The planning and construction of school buildings formed the general topic of the fourth session on Wednesday afternoon. Mr. W. R. McCornack, of the Cleveland board of education, opened the meeting with an illustrated paper in which school buildings as they had been erected in the past, and as they should be erected in the future were discussed. In speaking of defects of school buildings, Mr. McCornack found six general causes. These in brief are as follows:

1. Architectural ugliness, due to poor design, an unfortunate selection of building materials, the lack of a proper setting for the building and inferior workmanship.
2. Buildings unsuited for their functions because the plans are so inelastic as to make it difficult and expensive to adapt them to the rapidly changing educational policies.
3. School authorities are not buying sufficient land for the proper settings for the buildings or to provide sufficient playground and garden area.
4. School buildings are costly because of waste and unused space, and because little attention is being paid to the double use of rooms.
5. The defects of artificial illumination are quite general and even in the case of daylight illumination where the standard relation of an equivalent of 1/5th of the floor area in glass is followed, the wall opposite the window is usually poorly lighted.
6. School architects have taken very little care in the matter of sound deadening and should take advantage of the very wonderful advance made in the science of acoustics.

In tracing the causes which contributed to the preceding defects, Mr. McCornack pointed to the lack of cooperation which exists between architects and educators, and boards of education. Architects frequently are more interested in presenting a well-balanced facade than in making a useful plan. The school building should be planned to fit the curriculum and the architecture should fit the plan.

As a second cause, Mr. McCornack pointed out the lack of definite ideas on the part of school authorities concerning the actual amount of space and equipment required for a specific amount of instruction. School buildings are frequently uneconomical because the rooms are too large or too small, and the equipment is far too elaborate or inadequate.

One of the worst causes of defects is the atrocious method employed for making appropriations. Pure guesswork is used and frequently the person who determines the matter, is entirely mercenary in his proposals. The re-

sult is that frequently a building is reduced in size below the necessary requirements and is structurally cheapened simply because of the blunders in the first estimates.

In speaking constructively of desirable changes and improvements in school architecture, Mr. McCornack pointed out the need of making all school buildings complete for the academic and vocational education of children and of introducing facilities for physical training and play, and for the wider use of the building by the community. By means of a series of lantern slides, he showed the plans of one-story school buildings which are now projected for the city of Cleveland. These buildings contain large central halls instead of corridors, suitable for indoor play and games and usable as auditoriums and gymnasiums. The buildings are entirely of the one-story type, fireproof up to the roof and fully equipped for manual training, cooking, sewing, a library center, etc. That the buildings are not simply a dream was proven by Mr. McCornack later in the afternoon, when he took the members of the association thru a memorial school building which carries out in every respect, a typical plan which was projected on the screen.

The discussion of Mr. McCornack's paper brought out the fact that schoolhouse construction has risen enormously in cost in Cleveland and buildings of the type planned can be erected for no lower cost than \$14,000 per classroom. The building which Mr. McCornack showed, cost 34 cents per cubic foot and was built under war-time conditions during the fall and winter of 1918-19.

Mr. Wm. B. Ittner of St. Louis, argued against one-story buildings as the ideal form of grade school. He urged that the first cost for land is higher, the cost for heating is increased, and the administration is made more difficult than that of the multiple-storied schools. He designated the Cleveland undertaking as a most interesting experiment to be observed and studied with great care. Mr. George W. Gerwig of Pittsburgh, in closing the discussion, suggested that as a matter of pure democracy, school boards are obliged to furnish as nearly as possible equal school accommodations in all sections of each city. He declared that it is questionable, from the standpoint of the democratic government, to give one section of a town a building which is so high in cost that the available funds of the school board must prevent the replacing of an outworn building, or the construction of a desirable new building in some other part of the town.

Mr. Frank Irving Cooper of Boston, closed the session with a paper on "Economies to be Gained in Standardizing Schoolhouse Plans." Mr. Cooper summarized the advantages which result from standardization and presented in detail the plan which has been followed by the Committee on Standardization of Schoolhouse Planning and Construction of the N. E. A., in arriving at a minimum standard. The study which this committee has completed in the past shows that well defined percentages of space are devoted in well planned school buildings to: (1) administration, (2) instruction, (3) accessories, (4) stairs and corridors, (5) flues, (6) walls and partitions. Thus, to illustrate, instruction never falls below fifty per cent of the total floor area of a well studied building and in many cases it is in the neighborhood of 57 per cent. The percentages and tabulations of the committee afford school boards an efficient measuring stick for judging plans submitted by architects and for determining the efficiency of existing buildings.

Mr. Cooper's paper will appear in full in the August issue of the Journal.

In the discussion of Mr. Cooper's paper, it was brought out that unforeseen changes in the



COL. HENRY B. ROSE,
Providence, R. I.
President National Association of School Accounting and
Business Officers.

course of study or in the administration of a building affect its efficiency unfavorably. A building in Gary, Ind., was cited in which a room planned for locker purposes was turned into a print shop. A room two-thirds its size would have sufficed. It is not unlikely that in the course of time, the same room will be entirely too small for the printing department or for some other shop which is housed in it. It was suggested by Mr. W. B. Ittner that the best arrangement for school shops is a large open area in a one-story building which can be cut up by temporary partitions. The subdivisions can then be changed at will and can be made to fit the needs from year to year.

Thursday Session.

At the session on Thursday morning, the report of the Committee on School Building Measurement was adopted. The report has received the sanction of the American Institute of Architects. It was accepted with one necessary change. The report appears on another page of this issue.

The convention elected the following officers:

President, Henry B. Rose, Providence, R. I.

Vice-president, Edward C. Baldwin, Boston, Mass.

Secretary, Geo. F. Womrath, Minneapolis, Minn.

Member Executive Committee, Thomas G. Mullan, Rochester, N. Y.

Late Wednesday afternoon the delegates visited a number of new Cleveland school buildings and enjoyed a drive thru the parks and residence sections of the city. The annual dinner was attended by forty.

The following were among those present:

Connecticut—R. B. Hall, New Haven.

Illinois—Walter Roney, Decatur; M. X. Kruse, Peoria.

Indiana—Elizabeth Doan, Fort Wayne.

Iowa—Dr. O. A. Dahms and J. D. McCollister, Davenport.

Kansas—J. L. Leland, Wichita.

Louisiana—Charles A. Aitkens and J. M. Gore, New Orleans.

Massachusetts—Edward C. Baldwin, Frank I. Cooper, Henry M. Curry and Wm. T. Keough, Boston; C. M. Chase, Newton; Joseph Beals, Worcester.

Michigan—Charles A. Gadd, Henry Steffens, Jr., Detroit; A. Macpherson and Harley L. Hills, Flint; H. N. Morrill, Grand Rapids; Robert E. Barber and Walter S. Conely, Highland Park; Harley W. Anderson and John DeVries, Kalamazoo; E. C. Oscar, Saginaw.

Minnesota—Avol Nelson and John MacDonald, Chisholm; S. G. Harwood, Duluth; George Womrath, Minneapolis; K. F. Dreher and George W. Gerlach, St. Paul.

Missouri—E. M. Brown and Wm. B. Ittner, St. Louis.

New Jersey—H. H. Young, Atlantic City; Albert Austermuhl and J. W. F. Bleakly, Camden; Samuel Gaiser, Newark; J. F. Dunphey and George Kesse, Paterson; John S. Mount, Trenton.

New York—Wm. D. Fisher and Chas. F. Relf, Buffalo; Fred S. Pfetsch, Niagara Falls; J. S. Mullan, Rochester; C. D. Ogsbury, Schenectady.

Ohio—C. M. Woodruff, Akron; M. M. Mansfield, Alliance; F. G. Hogen, J. J. Klasek, H. E. Boppel, Sarah E. Hyre and Harry P. Cole, Cleveland; C. A. Gribble, Fostoria; E. Bruell, Lorain; H. D. Pittenger, Tiffin; W. H. Thomas, Springfield.

Oklahoma—J. G. Stearley, Oklahoma City, and F. M. Keyser, Tulsa.

Oregon—R. H. Thomas, Portland.

Pennsylvania—C. M. Piper, Altoona; R. S. Scobell, A. M. Tanner, Erie; F. Reisgen, Ford City; D. D. Hammelbaugh, Harrisburg; Chas. H. Meyer, Johnstown; Loren C. Powers, Wm. Dick, Philadelphia; C. M. McKee and G. W. Gerwig, Pittsburgh; G. E. Hoak and John G. Hughes, Scranton.

Rhode Island—Henry B. Rose, Providence.

Tennessee—H. S. Vanderen, Nashville.

Virginia—C. P. Walford, Richmond, and J. A. Page, Roanoke.

Wisconsin—Wm. C. Bruce, Milwaukee.

THE PRACTICE OF ARCHITECTURE.

Many things give indications of changes in the making. Thru conversation, correspondence or reading these signs are constantly recurring testimonies, and a tabulation is unconsciously made of them until the ideas become insistent in their presence. To verify the general impression, a systematic collation of all the evidence is in order.

In arriving at a conclusion by this mental process, it will be found that among the diverse problems demanding attention at this time, one of manifest importance is that of the attitude of the public toward the architect and of the architect in his relations to himself and others.

The practice of architecture is probably today, more than ever before, a matter of barter and trade. The monies invested in building structures demand a return service which represents full value. This value is measured in the adaptability of the structure to its use, its durability and its appearance. These three factors are the fundamentals of correct planning and to render adequate service it appears to be essential that the architect should fully qualify himself to meet these basic requirements.

An analysis has been made of a great amount of data pertaining to this subject and the majority opinion has been condensed into the following five paragraphs which embrace the most common of the points developed. This brief consensus of opinion is not intended to cover the multitude of conditions that exist in such relations, but it is thought that possibly it comprises the basic factors.

1. The business of architecture is inseparable from the profession of architecture. Together they comprehend the originating, promoting, designing, planning, directing, and controlling the construction of buildings and their appurtenances.

2. To develop a general demand for architectural service—without which only limited opportunities for practice will be presented—the architect must, as an individual and collectively, employ proper and effective means to create a universal appreciation of its intrinsic value.

3. To fully perform his function, the architect must organize, equip and operate his business so as to render complete service in the production of plans and specifications for everything embraced in the construction, equipment and furnishing of buildings.

4. He must furnish complete and detailed supervision of construction and be closely identified with it. He must be responsible financially as well as morally, for all of his acts, including the correctness of design, the completeness

(Concluded on Page 93)

SAFE SCHOOLS—YOUR RESPONSIBILITY

J. Albert Robinson

During 1918 there was an estimated fire loss in the United States of \$317,000,000. There were no less than 70 fires, each of which caused estimated property damages of \$500,000. The cost of maintaining fire department and fire-fighting equipment probably matched the amount lost by fire. One of the worst phases of this national fire waste is the destruction of schools by fire.

In the November, 1915, issue of *Safety Engineering* 153 school and college fires had been recorded from January 1 to October 31. In 1916 there were recorded 199 such fires, with a loss of \$6,365,000, and we have a list of 111 similar fires for 1918, the aggregate total loss of which amounted to \$3,828,100.

Of more importance than the safety of property and perpetuation of architectural creations is the question of human safety. The committee on public safety of the Cleveland Chamber of Commerce, after thoroly inspecting the public schools of Cleveland in 1914, returned a report which should be emulated. They agreed that the conservation of the lives of the children and teachers against fire hazards was the gravest and most important subject to be considered and that it should receive the prompt attention and active co-operation of every member of the chamber of commerce as well as the public in general.

Every once in a while a school fire is recorded where there is miraculous escape from death because the fire chanced to break out while the pupils were not present. But such good fortune does not always prevail. On March 4, 1908, a school burned in Collinwood, Ohio. In that fire 2 teachers and 170 little children lost their lives. Ohio profitted by this disaster and she now stands among the leaders in the States that have made any attempt to legislate wisely as regards schoolhouse construction, safety, and protection.

A study was made by Mr. Frank Irving Cooper in 1910, under the auspices of the department of child hygiene of the Russell Sage Foundation, and again in 1915 under the auspices of the National Education Association committee on standardization of schoolhouse planning and construction as regards what legislation had been enacted thruout the country in the planning, construction, fire protection, and sanitation of school buildings.

The results were interesting. In 1910 only two States—Connecticut and Ohio—had any regulation of fireproof construction, and only one State—Massachusetts—considered fire-retarding construction. Six States had regulations on exits, and only 13 States required schoolroom doors to open outward.

In 1915 only 27 States had then considered it desirable to exercise control over their school buildings, where the children spend one-third of their waking hours. Twenty-four of these 27 States seemed to realize the necessity for a quick exit from these buildings, as they specified with exceptional agreement that doors should open out. Seventeen of the 27 also agreed that fire escapes are desirable, but only 6 of the 27 put up fire alarms to warn teachers and children that escape should be made, and only one State—Kansas—would drill its children as to how that escape should be carried out.

There was no recognition of that method of safeguarding lives by the use of fire walls and horizontal fire escapes, no recognition that the best fire engineers consider the outside fire escape obsolete and one which should be abolished, to be replaced by the smokeproof tower.

Turning from escapes to methods of putting out a fire, it was found that only eight States required fire extinguishers. Six States believed in standpipes, tho there was some question about providing any hose, and one State would have automatic sprinklers under certain conditions, but 21 States had no regulations whatever on schoolhouse construction. These facts put the question squarely before our legislators and from them back to the people who pay the bills

and suffer the consequences for their tolerance of this lack of constructive legislation.

It is gratifying to know that the number of people who seem to be awakened to the need for safer schoolhouses is increasing; maybe not fast enough, but still increasing. Many seemed beyond the power of public influence and remained untouched by the spirit of the times. They were unmoved by the eloquence of public speakers or the exhortations of the press. The legislative mills of the present year are bringing forth many changes and improvements in their laws which will put a more humane aspect upon their statutes.

In the past the boards of trustees, school committees, principals, and teaching staff of these temples of learning that burn have not deliberately or consciously aided in the construction or maintenance of firetraps. Some have said that they accepted what the architect proposed and would have paid willingly for better buildings. Architecture is more reliant upon tradition than any other art, and the architectural profession shies at fireproof construction or the use of concrete for dwelling or schoolhouse construction. To make it truly acceptable requires some new conceptions, because concrete is diametrically opposed to the idea of "the delicacy of woodwork." We hesitate to arraign the architect upon a charge of sluggishness, because it is somehow an inherent thing in architecture that it follows the life of the people and never leads.

Recently the New York Journal of Commerce stated editorially that an advance in the fire insurance rates on schoolhouses is one of the early probabilities, for the experience of the companies for the past five years showed a steady loss. It developed the thought, however, that we must not lose sight of the fact that there have been great changes in the character of the schoolhouse hazard. It showed most truthfully that modernizing of the educational system must be charged with considerable responsibility. From being a building which was used a few hours a day five days in the week and kept locked the rest of the time, the schoolhouse in many instances has become a combination of machine shop, woodworker, hotel, theater, and moving-picture house. Manual training and vocational education have brought in the wood and metal working hazards, training in domestic science has brought in the hotel and kitchen features, and the general tendency to make the school a social center for the community has resulted in the building being lighted and heated outside of the usual hours

and given it many of the hazards of the entertainment hall.

We have previously showed that in order to bring about a reduction in our fire and accident toll, we must devote our attention to the children and youth of the land, whose plastic minds are in the formative state, and who have yet to shape their ways and views, and bring to their attention in a sympathetic and interesting way these common dangers of life.

These young minds are sufficiently shrewd to perceive the fallacy of such teaching at the hands of those who seem to them content to give them this instruction in an environment that is a constant menace to their lives. This point of view must be an added incentive and constant stimulus to school authorities to do all in their power to hasten the day of safe schoolhouse construction thruout the land.

There is no longer any excuse for our inertia in these matters. Information about them is not only available but is accessible in exact and authoritative form. Any one may obtain, without cost, the results of the experience of competent experts on every aspect of the problem of fire prevention. The adoption of measures entirely within the reach of those who have the responsibility for the construction and expenditure of public funds, and entailing only a very moderate expense, would suffice to make these too frequent disasters virtually impossible. It is hoped that bulletins under preparation by the Federal Board for Vocational Education will be found both instructive and authoritative with regard to the improvement of existing plants and the design and equipment of new ones from the viewpoint of safety to life.

We have blamed the architect, the school board, the legislators, but each one of these classes is ruled by one law—public opinion—and we are the common workmen who mold it. The blame rests on a circle that includes all of those who sit quietly by and fiddle while the world burns.

"Cui Culpa?"

A hundred souls, a thousand souls, were sacrificed to flame;

The "probe" was long the "probe" was deep, but where to "fix the blame?"

"'Twas panic killed the audience; the loss of life was due

To trepidation of the mob," said twelve good men and true.

Pray God we grow not bitter, but it makes the vision red—

This hellish trust of crushed-out youth, this tale of needless dead!

No single name shall bear the blame, go "probe" ye ne'er so deep,

For the cost of living rises high, but the cost of life is cheap.

—Vocational Summary.



AN INTERESTING GYMNASIUM-AUDITORIUM.

The combination Gymnasium-Auditorium illustrated above forms an addition to the McKinley School, Cincinnati, and was designed by Messrs. Bausmith & Drainie, Architects.



THE REORGANIZATION OF THE PUBLIC SCHOOL BUSINESS SYSTEM OF A SMALL CITY

D. D. Hammelbaugh, Secretary Board of School Directors, Harrisburg, Pa.

Prior to 1911 the School District of Harrisburg, Pa., was organized as follows: 32 school directors, a secretary, a city superintendent, two clerks, a stenographer, and a general repairman, with an assistant.

The business of the district was conducted as follows: The secretary of the board was the secretary of all committees, but practically had no power to do anything except by order of a committee.

The committee on buildings attended to all repair work, selection of janitors and repairmen, secured plans for new buildings and supervised their erection. This committee had thirteen members, one from each ward and all of these men including the general repairman and the secretary had power to order repairs done and purchase material to a limited amount, without action by the committee, and the committee in much greater amount without action by the board. As a result of this it was impossible to keep track of orders and there was no check on the expenditure of the appropriation.

The committee assumed many functions that really belonged to the board. The same condition applied also to the committee on supplies and the committee on textbooks.

The committee on finance prepared the annual estimate of receipts and expenditures, recommended to the board the tax rate, passed on

all bills sent to it by the other committees for approval, and had charge of all bond issues.

The board confined itself almost entirely to acting on recommendations from its committees and any matters brought up without having been before a committee were almost invariably referred to the proper committee for consideration. The method of conducting business was cumbersome and tended to delay.

Take the matter of textbooks as an instance: When the secretary received an order for textbooks from the principal of a building and there were none in stock, it meant a wait for a meeting of the committee to get authority to issue the order. This occasioned many times a delay of almost a month in issuing the order and the pupils were without books all of that time.

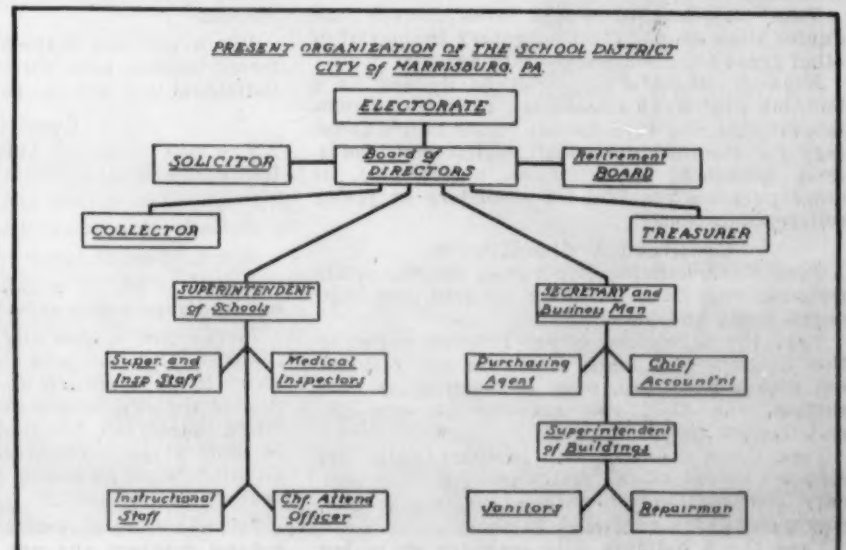
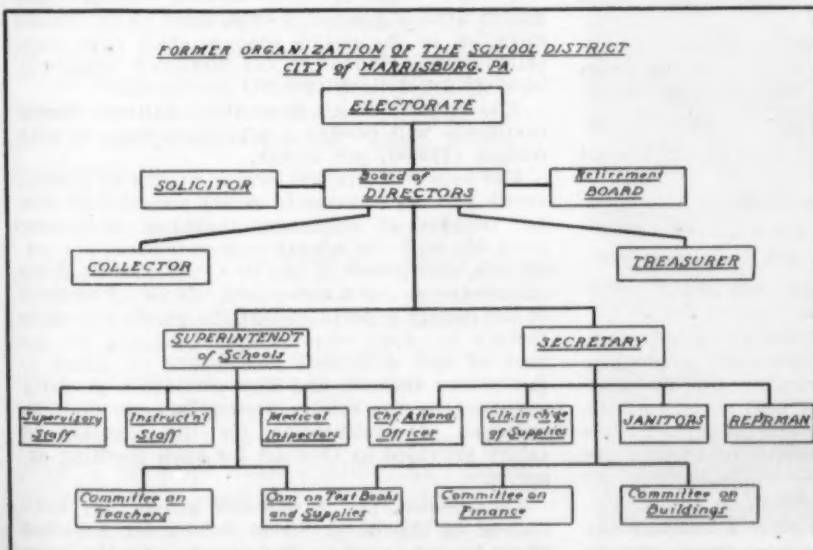
In the spring of 1911 the state legislature passed the new school code which reduced the number of our school directors to nine and provided for the school year to begin July first instead of June first. In December, 1911, the first school board elected under the code came into office. All of the members of the new board had been members of the old board, but they decided that there ought to be a change in the method of conducting business. They retained all the old committees with five members each, but decided that the committees except the finance committee should meet only at the call

of the chairman and that the board should conduct most of the business as a committee of the whole. This worked very well for several years, but gradually more and more of the work was taken up by the committees and the board began to insist that many things must first be considered by the proper committee, before presenting to the board, and finally the drift was back to the old system.

In 1917 the Harrisburg Chamber of Commerce requested the school board to sanction a survey of the business affairs of the school district and the request was granted. In February the Bureau of Municipal Research of New York City began the survey and submitted its report to the Chamber of Commerce June 1, 1917.

This report recommended a complete reorganization of the business methods of the board briefly outlined as follows:

1. That all committees of the board be abolished.
2. That the secretary be the business administrative head.
3. That the board modify its procedure so as to consider only the essentials of administration and give more time to the reports of its executives.
4. That a calendar of the business to come before the board be prepared by the secretary and mailed to the members at least twenty-four hours prior to the meeting.



ORGANIZATION OF THE HARRISBURG SCHOOLS UNDER OLD AND NEW PLANS.

5. That a complete system of accounts be installed.

6. That a competent accountant be employed to carry out the system.

7. That the office of purchasing agent be created.

8. That the office of superintendent of building and grounds be created.

This report was presented to the board in the summer of 1917 and since then the following reorganization has taken place:

1. The secretary has been made the business manager and has general oversight of all the business affairs of the board.

2. A purchasing agent has been employed and he has charge of the purchasing and distribution of supplies and furniture, making his recommendations to the secretary who submits them to the board.

3. An accountant has been employed and a very complete system of accounts suited to the needs of our district has been installed and we are able at any time to give the board any information desired as to cost of instruction, cost of operation and cost of maintenance.

4. A superintendent of buildings and grounds has been employed and he has charge of repairs and alterations to buildings, the employment and dismissal of janitors and all other

matters connected with the general care and oversight of the buildings and grounds. All of his work is reported to the secretary and by him transmitted to the board.

5. All committees of the board have been abolished and all business is transacted by the board in general meeting, the board being furnished with a calendar designating what business is to come before it.

These changes were partially made during the year 1917-18 and put into full operation with the beginning of the school year, July 1, 1918.

Our board is very much pleased with the results so far obtained and we are certain that as time goes on, we will be able to show that while the change in the method of conducting business added three more employees, it will show a saving in many ways, and an efficiency in operation that would offset any apparent increase in cost.

I believe that the survey was the best thing that could have happened, for our system had been a gradual growth, like in so many other districts, and it needed someone from the outside to show where the system was antiquated and where it could be improved.

The accompanying charts will give an idea of the old organization and the organization as it is today.

steel construction, carpentry, cabinet work, sheet metal work, roofing, painting, etc.

(b) All contracts for electrical work, plumbing, vacuum cleaning, sewage disposal, heating and ventilating, clock systems, blackboards, elevators, or any other contract for any part of the building not included above, necessary to complete the same, ready for occupancy.

(c) The cost of all site improvements, such as walks, drives, yard paving, fencing, and landscape gardening.

Third.—Cost of furniture and fixed equipment: (a) Should include cost of all portable furniture and cabinets; all laboratory and shop equipment, and all other equipment which would not be classified as "Educational Supplies."

(b) All decorations, including special painting or decoration of any kind that may not be included in the general painting contract. Hangings, rugs, pictures, casts, and other forms of decorations furnished at the time of the occupancy of the building which are not classified as "Educational Supplies."

Fourth.—Cost of architects', engineers', brokers' and supervision services should include the cost of all plans and specifications, architects', engineers', landscape gardening and supervision and all other experts' services and expenses.

IOWA MINIMUM WAGE LAW.

A teacher's wage law just passed by the Iowa legislature repeals the old laws relative to the wage of instructors and fixes minimum salaries for teachers holding various grades of certificates.

1. A teacher who has completed a four-year college course and received a degree from an approved college and who is the holder of a state certificate or a state diploma will receive a minimum wage of one hundred dollars (\$100.00) per month until a successful teaching experience of two years in the public schools shall have been established. Thereafter, the minimum wage will be one hundred and twenty dollars (\$120.00) per month.

2. A teacher who has completed a two-year course in education in a state normal school or other school whose diploma is recognized by the state board of educational examiners and who shall be the holder of a state certificate, will receive a minimum wage of eighty dollars (\$80.00) per month, until a successful teaching experience of two years in the public schools shall have been established. Thereafter, the minimum wage will be one hundred dollars (\$100.00) per month.

3. A teacher who has completed a normal course in a normal training high school and who has had less than one year of successful teaching experience will receive a minimum wage of sixty-five dollars (\$65.00) per month. A teacher who has completed a normal course in a normal training high school and who has had one year of successful teaching experience, and a teacher holding a first grade uniform county certificate, will receive a minimum wage of seventy-five dollars (\$75.00) per month until a successful experience of two years in the public schools shall have been established; thereafter, the minimum wage will be eighty dollars (\$80.00) per month.

4. A teacher who is the holder of a second grade uniform county certificate will receive a minimum wage of sixty dollars (\$60.00) per month until a successful experience of one year's duration in the public schools shall have been established. Thereafter, the minimum wage will be sixty-five dollars (\$65.00) per month.

A teacher holding a third grade uniform county certificate will receive a minimum wage of fifty dollars (\$50.00) per month.

The holder of any certificate in order to become entitled to the increase in salary provided by this act because of successful teaching experience must file with the county superintendent his certificate, also proofs of one or two years' teaching experience as the law requires. If in the opinion of the county superintendent the proofs are satisfactory he shall endorse such findings on the back of said certificate and return the same to the holder thereof, and any certificate properly endorsed by the county superintendent shall be evidence of qualification for the increase of salary provided by this act for such teaching experience.

Youngstown, O. A summer school has been opened in the Wood Street School for a period of six to eight weeks. The school is for the benefit of children who have been retarded during the past semester.

Adopt Rules for Measurement of School Buildings

Standard rules for measuring school buildings have been adopted by two national organizations, the American Institute of Architects and the National Association of School Accounting and Business Officials. The rules will be of value to all boards of education as a means of establishing a uniform system of measurement and cost finding.

For the purpose of obtaining comparable data upon the educational utility and cost of school buildings, they shall be classified, measured, and defined as follows:

Educational Classification: School buildings shall be classified, educationally, as—

- Lower Elementary,
- Upper Elementary,
- High, or Secondary.

Lower Elementary: Shall be defined as a building containing class and kindergarten rooms, together with the usual accessory rooms, such as principal's office, teachers' rooms, play rooms, toilets, etc., and used for the lower elementary grades only.

Should a school building of this type be provided with assembly room, gymnasium, or other special rooms, it shall fall into the next classification.

Upper Elementary: Shall be defined as a building containing lower or upper elementary grades, and in addition to the regular class and accessory rooms, an assembly hall, gymnasium, and such special rooms as may be included for upper grade or special work, which may include elementary science, elementary industrial training and household arts.

This classification would thus include the Junior High School, the Elementary Industrial or other types of special elementary schools.

High or Secondary: Shall be defined as a building containing classrooms, recitation rooms, laboratories, and such special rooms as are necessary for classical, technical, commercial, industrial, household arts, normal, agricultural, or other purposes required for secondary or junior college education.

Construction Classification.

Type A.—A building constructed entirely of fire resistive materials, including its roof, windows, doors, floors and finish.

Type B.—A building of fire resistive construction in its walls, floors, stairways and ceilings, but with wood finish, wood or composition floor surface, and wood roof construction over fire resistive ceiling.

Type C.—A building with masonry walls, fire resistive corridors and stairways, but with ordinary construction otherwise, i. e., combustible floors, partitions, roofs and finish.

Type D.—A building with masonry walls, but otherwise ordinary or joist construction and wood finish.

Type E.—A frame building constructed with wood above foundation with or without slate or other semifireproof material on roof.

Note: Should buildings of any of the above classification be erected without complete ventilating systems or other mechanical equipment, due note should be made of such fact in reporting its cost data.

Cost Units.

To determine educational utility of the building, obtain the *cost per pupil*.

To determine construction cost of building, obtain the *cost per cubic foot*.

The divisor to be used to determine the *cost per pupil*, shall be determined by the number of pupils normally accommodated in rooms designed for classes only. In arriving at the number of pupils, special rooms are to be figured at the actual number of pupils accommodated for one class period only. Auditorium or assembly rooms are to be ignored, but gymnasiums may be figured for one or two classes, as the accommodation may provide. No gymnasium, however, shall be accredited with two classes, if below 40 by 70 feet in size.

Cost per cubic foot.—To obtain the cube of a school building, multiply the area of the outside of the building at the first floor level by the height of the building from six inches below the general basement floor to the mean height of the roof. Parapet walls, stacks and other projections beyond the mean height of the roof, as well as balconies and porches not contributing to the actual usable floor of the building, are to be ignored.

Where portions of the building are built to different heights, each portion is to be taken as an individual unit and the rule as above applied.

Cost Items.

The cost of school buildings shall be divided into four general items:

First.—Cost of land and grading.

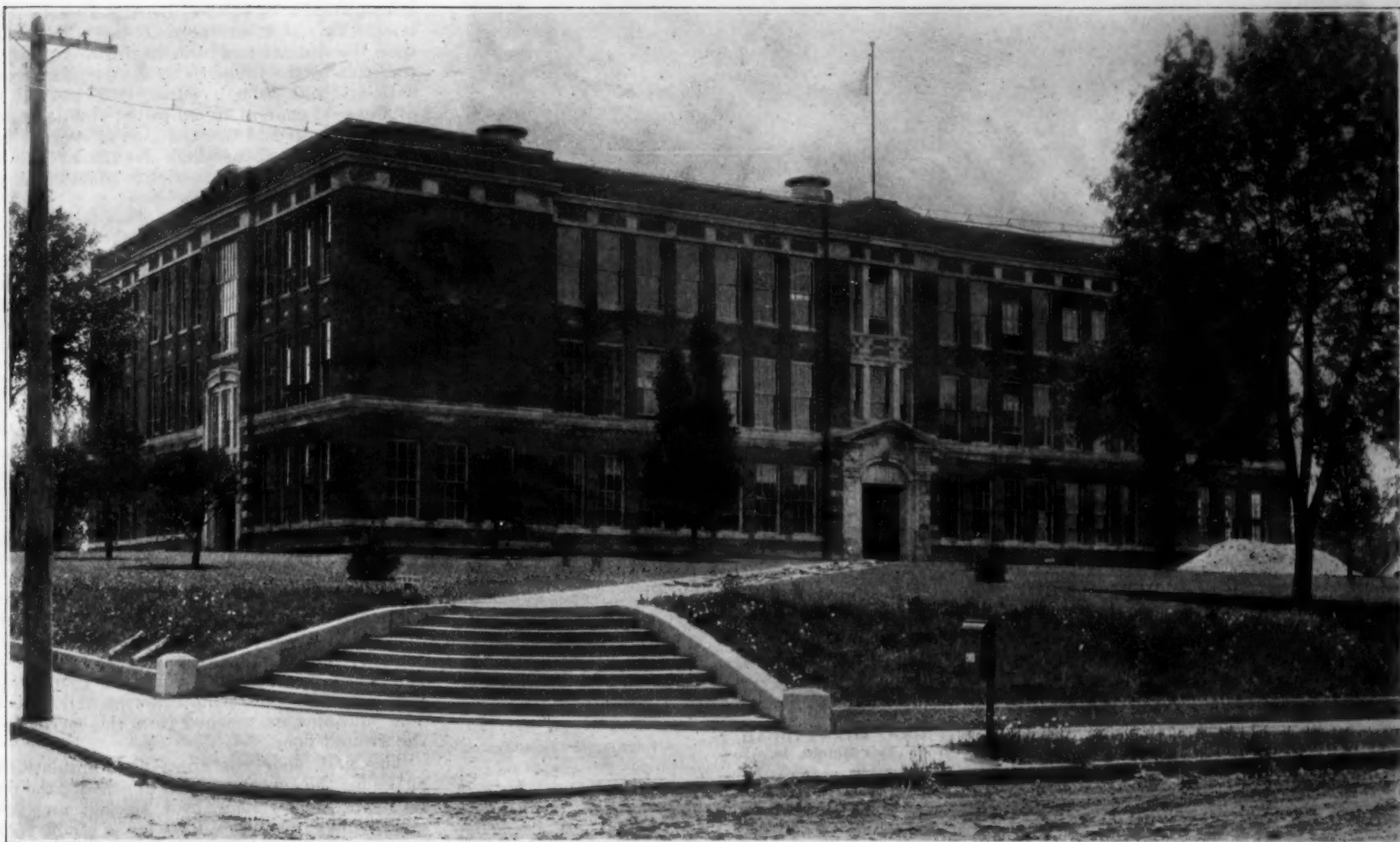
Second.—Cost of building construction.

Third.—Cost of furniture and fixed equipment.

Fourth.—Cost of architects', engineers', brokers' and supervision services.

First.—*Cost of land and grading* should include the cost of the site and the necessary grading to place it in condition to receive the building. Should the site be abnormal and require piling, filling, quarrying, or other unusual expenditures to place it in normal condition to receive the building, such costs are also to be charged up against the site and not the building.

Second.—*Cost of building* should include (a) general contract and any sub-contracts pertaining to the general construction of the building, as, for example, excavating, masonry, fireproofing,



HIGH SCHOOL, SHENANDOAH, IA. William Gordon, Architect, Des Moines, Ia.

Some Iowa Consolidated and Village Schools

The Work of Mr. William Gordon, Architect, Des Moines, Ia.

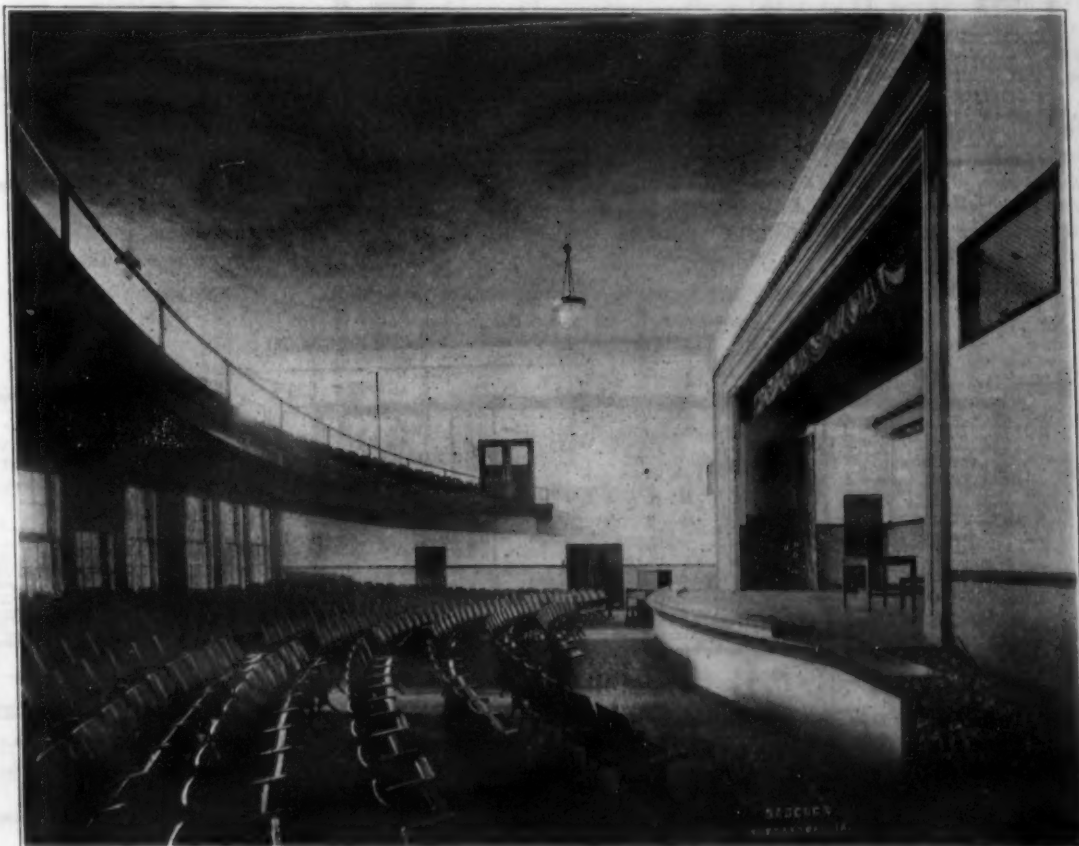
The question is frequently raised whether the school districts located in the open country or in the small villages are able to provide means for education in the form of school plants, comparable in character and completeness to those in the large cities. The point is made that the rural and village school districts have comparatively low property valuations and that consequently they are less able to provide funds sufficient for generous school accommodations.

The question can, perhaps, be best answered by referring to communities where there have been erected during the past five or ten years, buildings which are splendid examples of complete, modern and fireproof schoolhouses. There is not a state in the union in which the school authorities cannot point to a number of schoolhouses which have complete provision for physical as well as instructional welfare of pupils, in which there are complete and adequate provisions for heating, ventilation, lighting, water supply and sewage disposal, where complete safeguards are provided against fire and panic, and where the community interests and community aspirations are provided for.

The planning and erection of complete school buildings of this type has not been possible without the active leadership of architects who have devoted to the design and planning of rural schools the same knowledge, technical ability, resourcefulness and artistic skill which has characterized the work of the best architects in the large cities. Altho the sums involved in such rural and village school buildings have been comparatively small, the architects have worked in a generous professional spirit that has produced notable results.

As illustrations of a splendid type of complete village and rural schools, the accompanying work of Mr. William Gordon of Des Moines is noteworthy. Mr. Gordon's schools are, without exception, community schools in which

every provision possible has been made for the physical and mental welfare of the children and the community welfare of the adults of the school district. Brief descriptions of the individual schools follow below:

HIGH SCHOOL, SHENANDOAH, IA.
Wm. Gordon, Archt., Des Moines, Ia.



GYMNASIUM, HIGH SCHOOL, SHENANDOAH, Ia.
Wm. Gordon, Archt., Des Moines, Ia.

THE SHENANDOAH HIGH SCHOOL.

The Western Normal College at Shenandoah was at one time the ranking educational institution of southwestern Iowa, and among its

graduates are some of the leading business and professional men of the country. But, when the day of the independent normal schools passed, the building, equipment and grounds

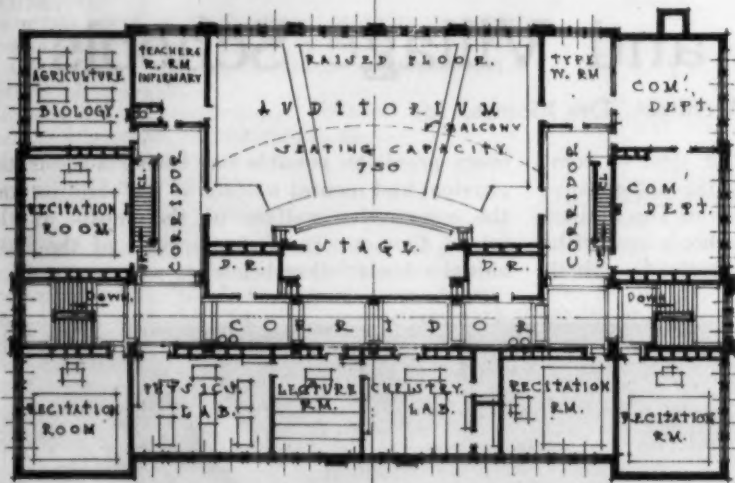
were turned over to the Shenandoah school district. This was several years ago. Since that time the district has continued to maintain the tradition of the founders by conducting parallel with its high school course, both normal and commercial courses suited to the ambitious boys and girls who had not time, or money for long study. Thus Shenandoah is one of the few places where a school district conducts a normal and commercial high school.

In the spring of 1917 the old college building burned to the ground. Since this was the second building to meet this fate, the board of education decided that to prevent the third calamity, they would build permanently a building of fireproof construction. Plans and photographs of the completed structure are shown on pages 51, 52 and 57.

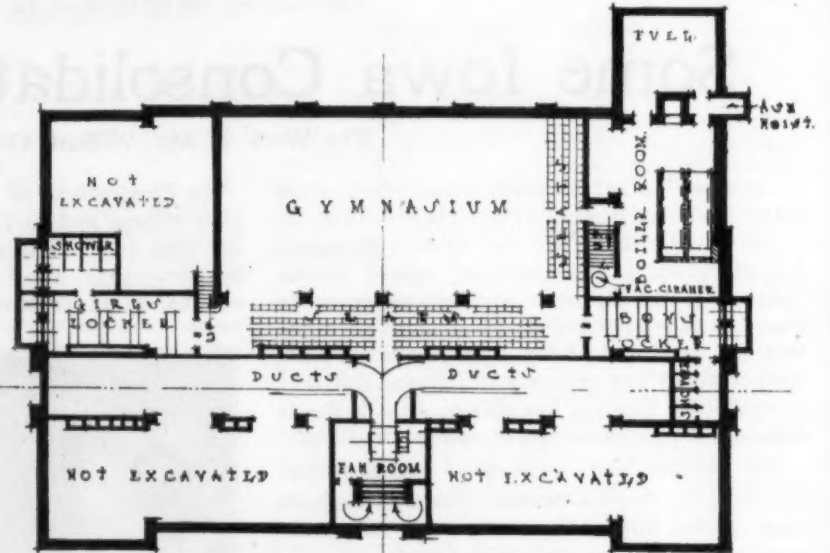
The building has a frontage of 151 feet by a depth of 99 feet. It is full three stories above the ground, with the lower part of the gymnasium, boiler and fuel rooms, ventilating plant, boys' and girls' gymnasium and lockers, and showers in the basement.

Entrance to the building is arranged for by means of three doorways at the front and east and west ends. The doorways lead thru vestibules to a main corridor, which runs the full length of the building on each of the three floors and terminates in a stairway. The ground floor contains the manual training and domestic science departments, two recitation rooms, boys' and girls' toilet rooms, and the gymnasium, with balconies for seating below as well as above. The balconies are reached from the corridors of the ground floor.

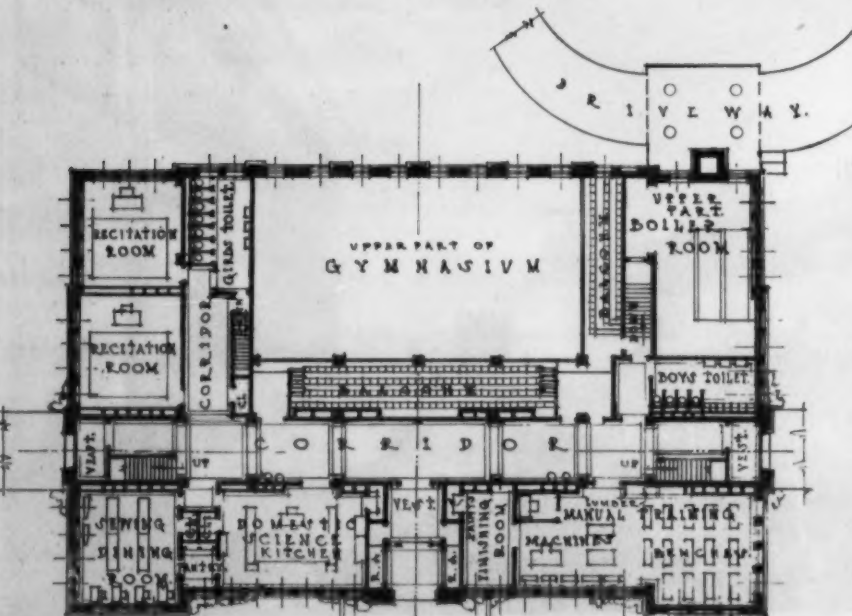
The first floor contains the administration offices for the superintendent of schools, the public lobby, clerk's office, book storage, and principal's office ensuite. Two large study rooms accommodate the junior and senior high school



SECOND FLOOR PLAN

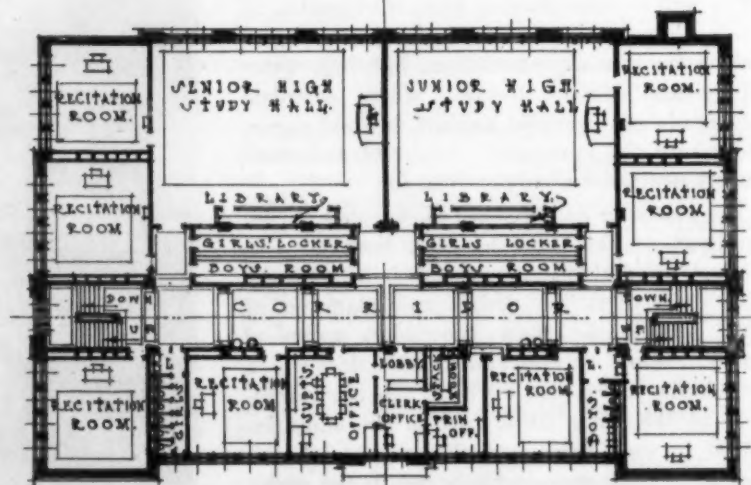


BASEMENT FLOOR PLAN



GROUND FLOOR PLAN

HIGH SCHOOL BLDG., SHENANDOAH, IA.



FIRST FLOOR PLAN

HIGH SCHOOL BLDG., SHENANDOAH, IA.

students, and have locker rooms adjacent connected to corridor. The balance of the floor is taken up with recitation rooms.

The feature of the second floor is a completely equipped auditorium, with a seating capacity of 850 persons, including the balcony.

Completely equipped science rooms, commercial departments, recitation rooms, and a teachers' restroom occupy the balance of this floor.

The style of architecture is a modified adaptation of the classic, devoid of any attempt at elaborate ornamentation. It presents an appearance of refined dignity and solidity, which clearly expresses from the exterior the purpose for which it is used. The walls are faced with variegated shades of matt texture brick, ranging from golden to dark-reddish browns, laid with a flush natural color cement mortar joint.

Bedford stone is used for all copings, cornices, belt courses, etc. The stone does not bring out sharp contrasts, but rather is blended with the brick, which are laid in various patterns to break the monotony of otherwise plain wall surfaces. All window frames and sash are of hollow metal construction, weather stripped, double hung, counter-balanced type.

The interior construction is all of reinforced concrete, with partitions of hollow mecalite. In addition to being fireproof, this construction is practically soundproof. All door frames, both interior and exterior, are of metal, flush sanitary type.

All wood finish used—and there is little in the shape of blackboard molding, sanitary base, flush sanitary doors, etc.—is of white oak. The floors in the corridors, gymnasium, manual training rooms, etc., are composition, and the stairs have composition treads, with non-slip nosing. The floors in recitation rooms, etc., are of hardwood, oiled.

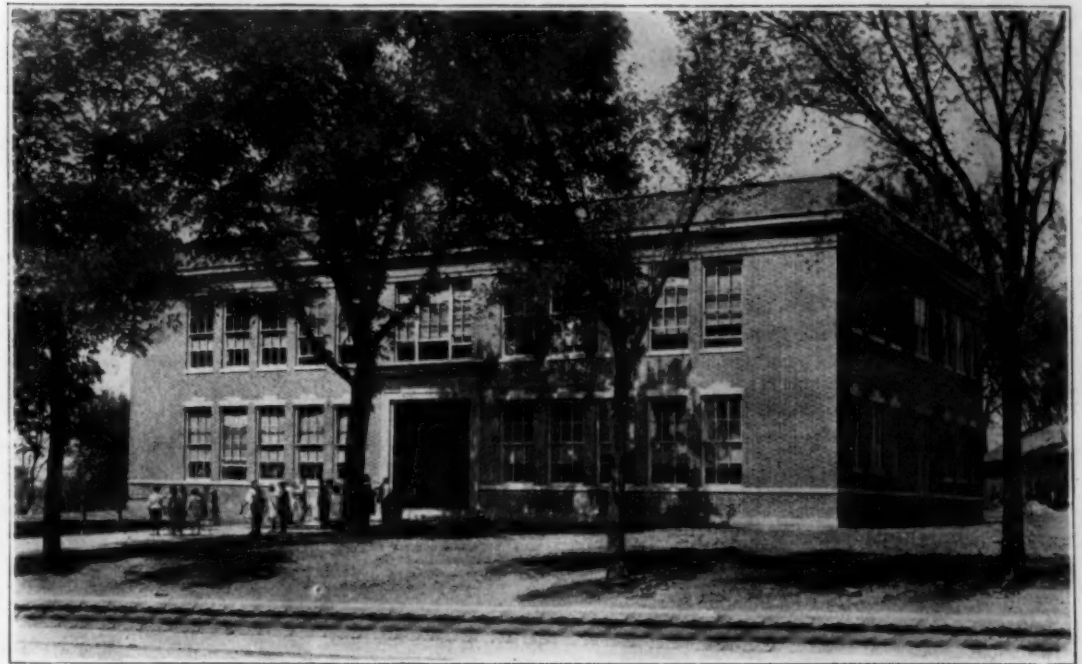
The building is equipped with the best in plumbing, heating and ventilating apparatus; also program clocks, telephones, vacuum cleaner. Its cost, exclusive of the site and seating, was about \$150,000.

The Shenandoah Grade School.

A better arranged, more convenient or better constructed small grade school would be hard to find than the one recently completed at Shenandoah, Iowa. It was designed to provide accommodations for the pupils from the first to the sixth grades inclusive. The building is two stories high with a basement for the heating, ventilating plant and fuel only. It has a frontage of 90 feet and is 60 feet deep, and is all fireproof construction, including the metal window frames and sash.

Six rooms are provided with private toilet for each, boys and girls, adjoining the respective cloak rooms, so that it is not necessary for a child to leave the jurisdiction of the teacher during the school session.

The second floor contains two rooms in front for the fifth and sixth grades, with a rolling partition between. A stage and dressing room



GRADE SCHOOL, SHENANDOAH, IA.
William Gordon, Archt., Des Moines, Ia.

are arranged in the end of the forward room, so that the two rooms may be used as an auditorium or assembly room for the entire school. There are also counter-balanced doors opening into the corridor to provide additional seating space when required.

The style of architecture bears a strong tendency to colonial, and located as it is among the trees on a large lot, irregular in shape and surrounded by substantial homes; it is well suited to its surroundings. The walls are faced with hard-burned brick in reddish brown, variegated shades, laid in Flemish bond with natural color mortar.

Bedford cut stone is used for all cornices, coping, sills, arches, etc. The sash of hollow metal construction are provided with a weather strip feature, and with muntins for small panes of glass, which are cheaply and easily replaced when broken.

The interior construction involves brick for the main bearing walls and reinforced concrete floors. The corridor wainscoting is finished with a pressed brick, varnished. All door frames are metal, flush-sanitary type. The interior wood finish is of birch and yellow pine, stained a chestnut brown.

All rooms are ventilated thru the cloak rooms. All toilet fixtures are of the local ventilated type, and the toilet rooms are ventilated separately from the balance of the building.

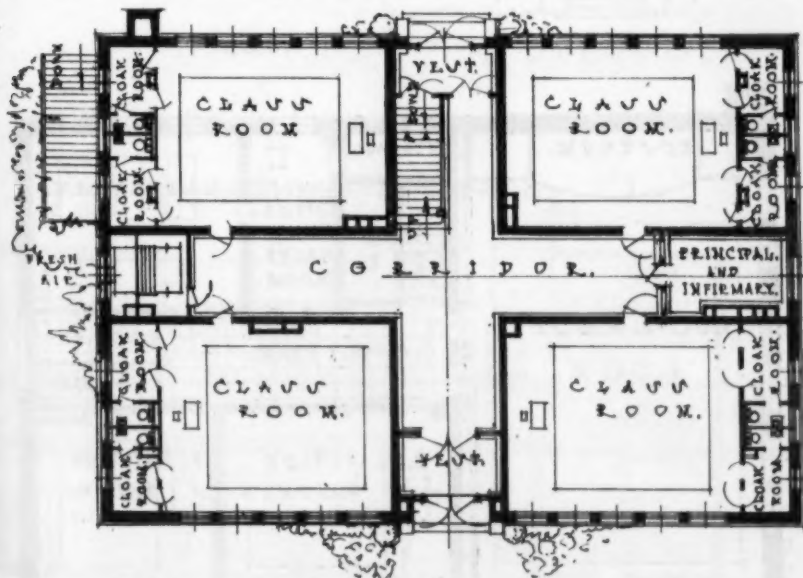
Every precaution has been taken to make the building as well lighted, heated, ventilated, convenient, sanitary and as indestructible as it is possible to make it.

The College Springs Consolidated School.

To find a strictly modern school building equal in every respect to a large city school, except in size, is hardly to be expected in a rural village far removed from a railroad or an urban center. Such a building has been erected at College Springs, Ia., a community of six hundred people, located in open farming country far from a city and eight miles from the nearest railway line. The College Springs Consolidated School is three stories high and measures 134 feet by 73 feet. It has stairways of fireproof construction and is equipped with the best heating and ventilation, automatic temperature and humidity control, automatic program clock system, house telephones, etc.

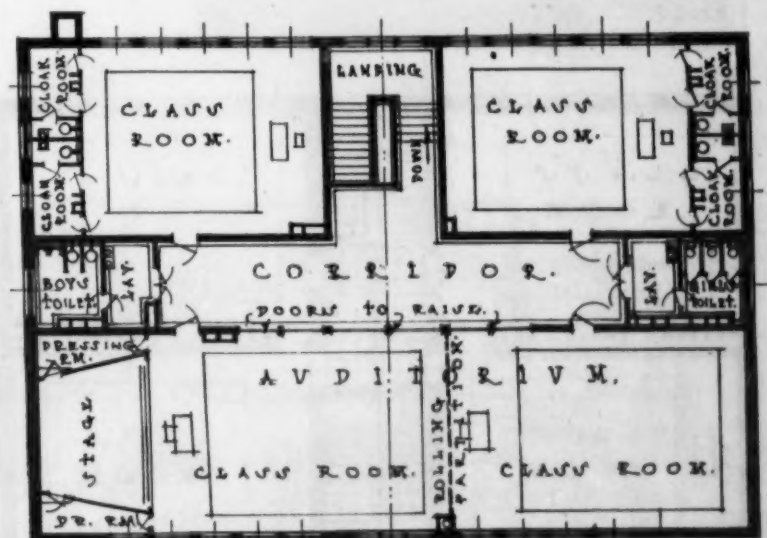
The building has a clock tower equipped with a fine tower clock and bells. College Springs was at one time the location of Amity College and is the site of numerous fine mineral springs. The combination of circumstances gave the community its name. When the present school was built it was found that the old clock and bells could be obtained for the school, and local pride as well as sentiment for the old college, caused the clock tower to be designed and the clock and bells to be purchased by popular subscription. The clock serves as a master for the program clock, with which the building is equipped.

The building is located on a sloping site, of which the rear is approximately 8½ feet below the front. This makes it possible to place the floor of the auditorium-gymnasium about twelve feet below the level of the ground floor and to



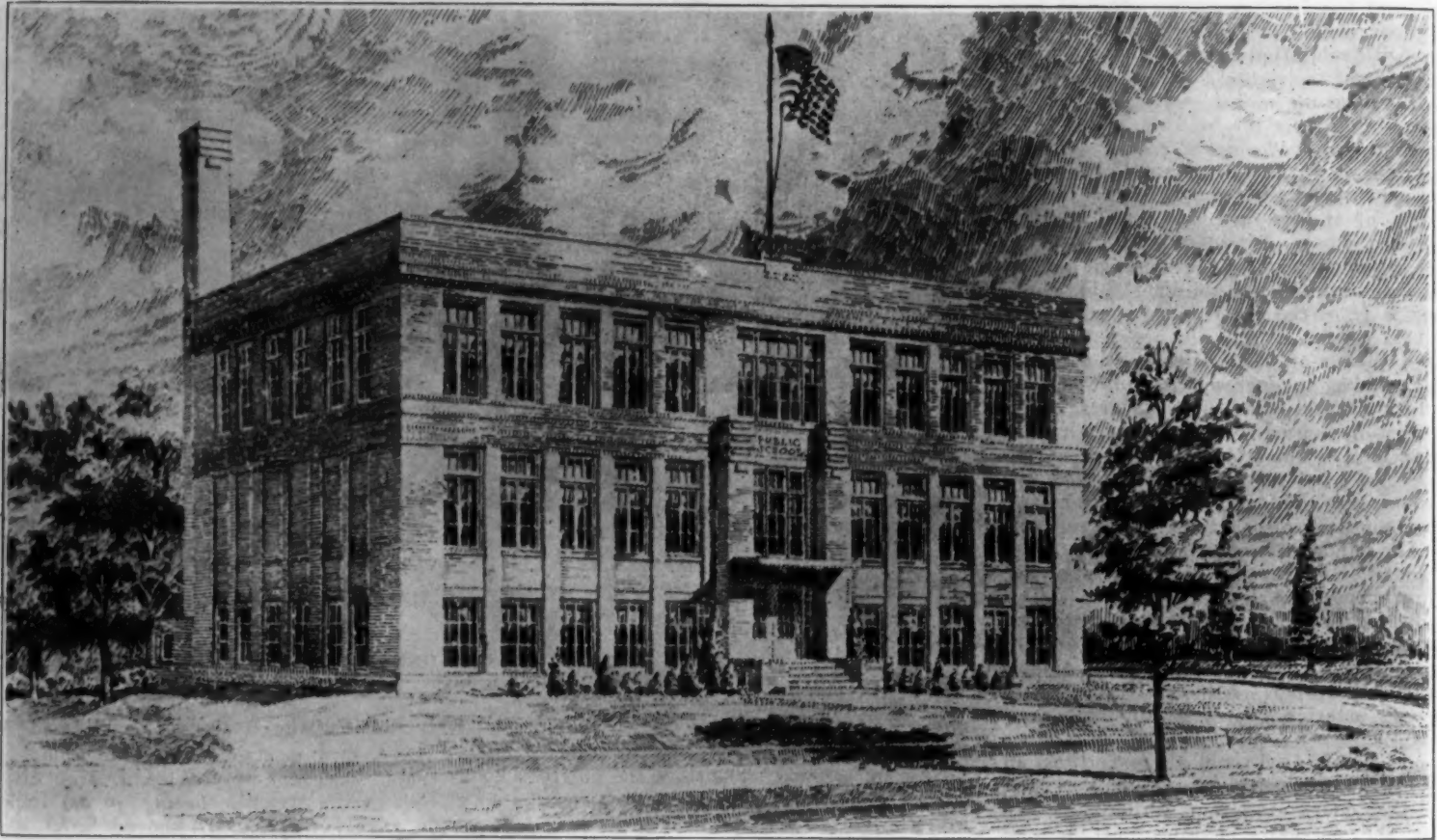
FIRST FLOOR PLAN

GRADE SCHOOL BLDG., SHENANDOAH, IA.



SECOND FLOOR PLAN.

GRADE SCHOOL BLDG., SHENANDOAH, IA.

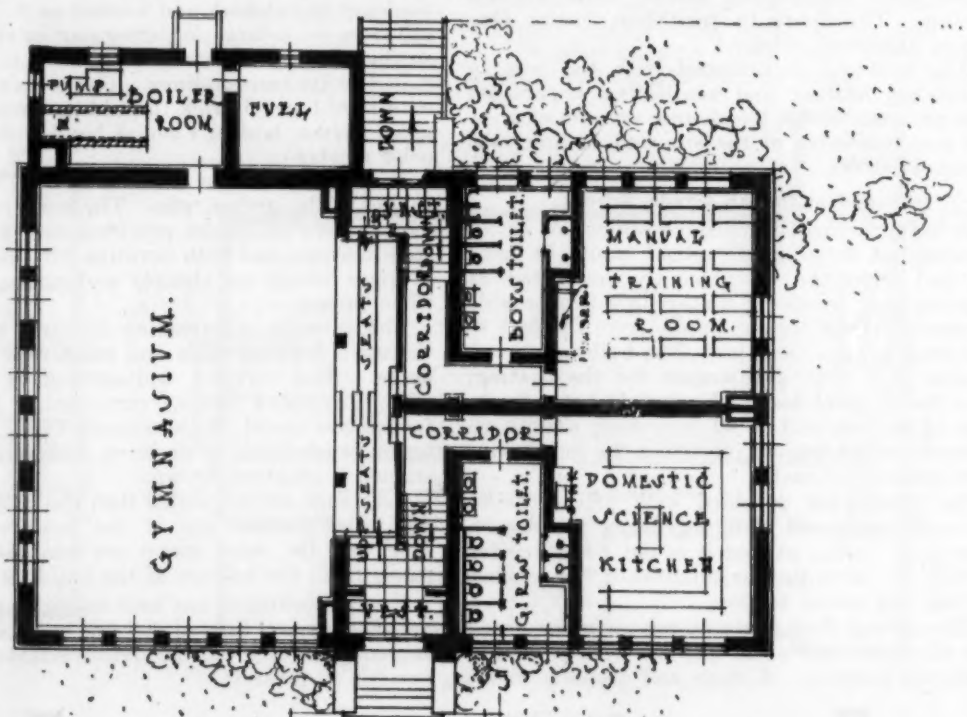


PUBLIC SCHOOL, TINGLEY, IA. Wm. Gordon, Archt., Des Moines, Ia.

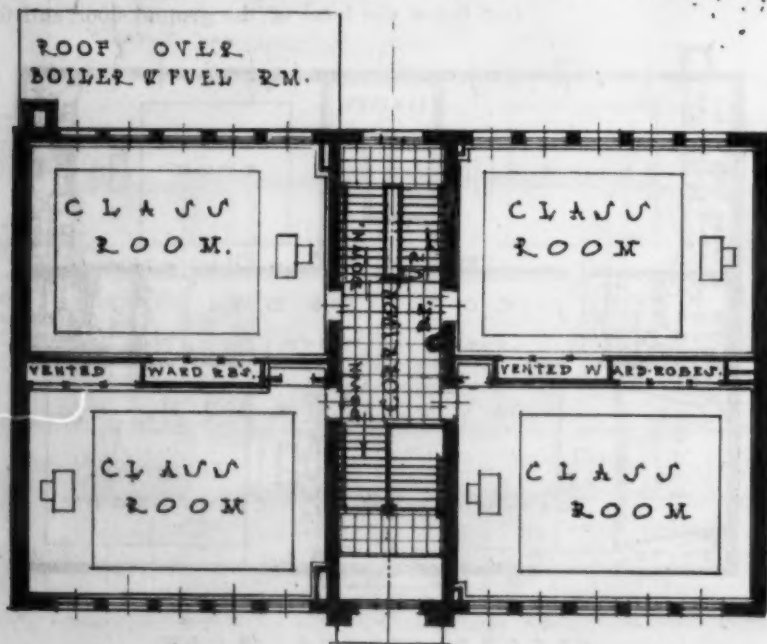
provide separate entrances and exits for this room. It also makes possible the placing in the basement of a lunch room and several service rooms, space for the water system, boiler and machinery rooms. The auditorium-gymnasium is accessible from the ground floor by means of two stairways, one at the front and one at the rear. The ground floor corridor and the space immediately below it, are fitted with sliding doors which can be raised to provide additional seating room. The auditorium stage is sufficiently large for ordinary school exercises and theatricals and has complete border and footlights. Provisions are made at the rear of the room for a stereopticon and motion picture machine.

A long corridor extends thru the building from north to south on each floor and terminates at each end in stairways. Three vestibule exits open from this corridor on the ground floor and are ample for all emergency and ordinary purposes.

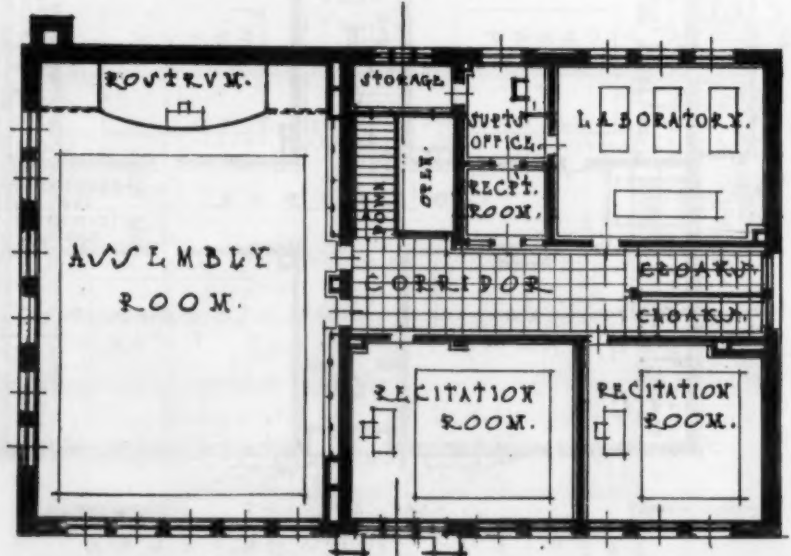
The ground floor is divided between the manual arts and the household arts departments. The former includes a large shop with a paint and finishing room adjoining, and the latter in-



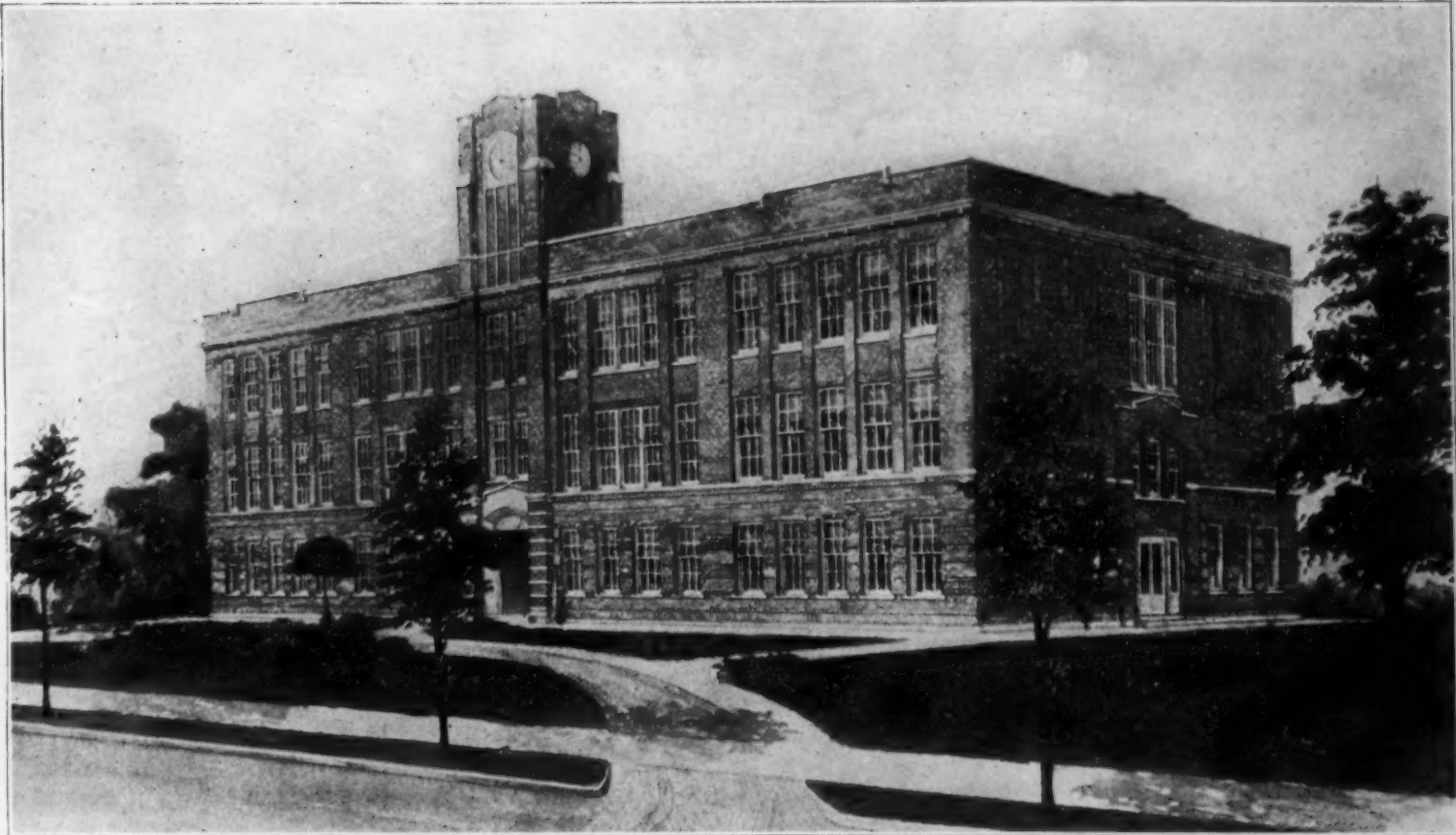
GROUND FLOOR PLAN, HIGH AND GRADE SCHOOL, TINGLEY, IA.



FIRST FLOOR PLAN, HIGH AND GRADE SCHOOL BLDG., TINGLEY, IA.



SECOND FLOOR PLAN, HIGH AND GRADE SCHOOL BLDG., TINGLEY, IA.

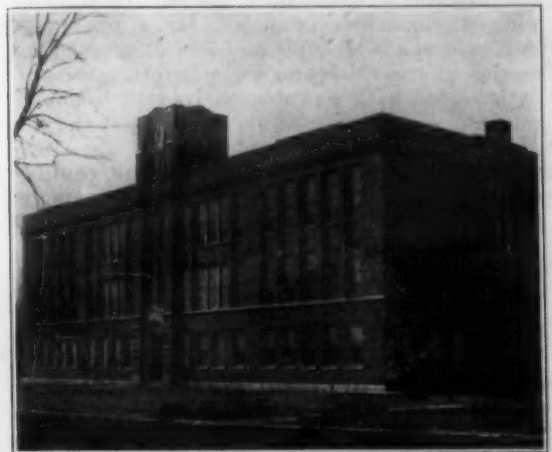


COLLEGE SPRINGS, IA., SCHOOL. Wm. Gordon, Archt., Des Moines, Ia.

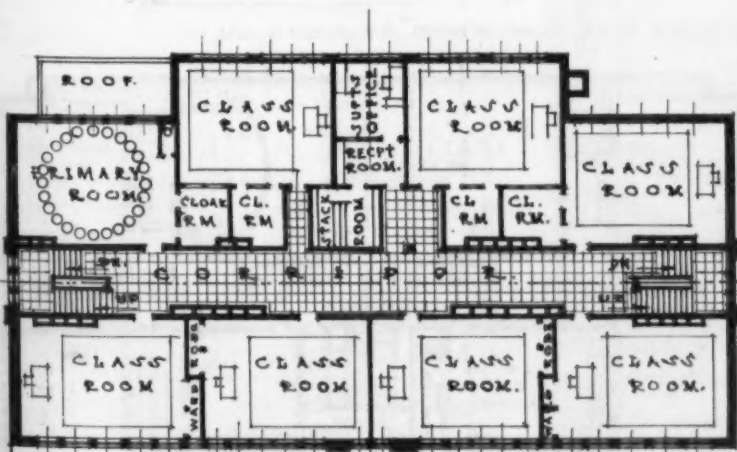
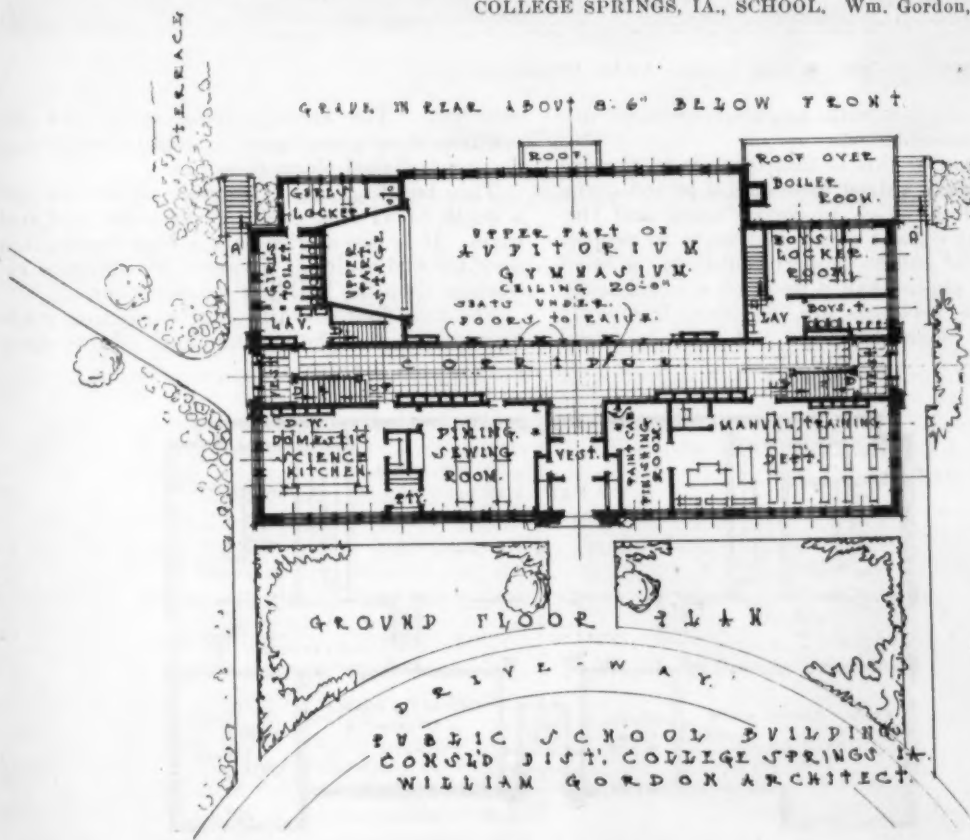
cludes a sewing room and a domestic science laboratory.

On the first floor of the building there are seven standard classrooms and a kindergarten, and the reception room and office for the superintendent.

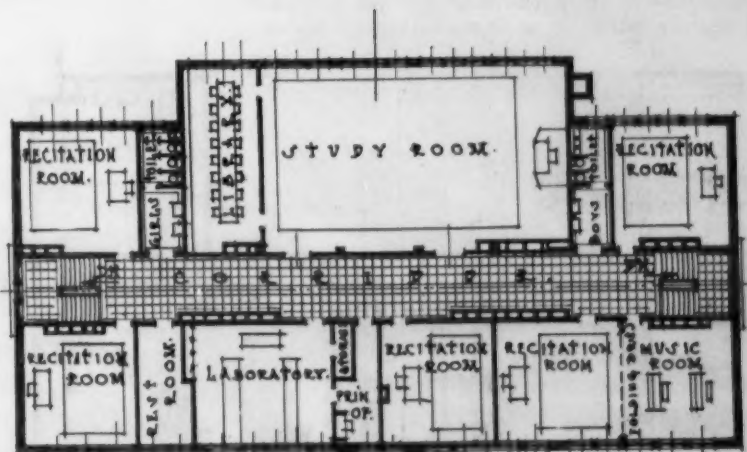
The second floor is devoted exclusively to the high school. There is a study room to accommodate more than one hundred pupils and a library separated from it only by a glass partition. Four recitation rooms, a music room, a



COLLEGE SPRINGS, IA., SCHOOL. Wm. Gordon, Archt., Des Moines, Ia.



SECOND FLOOR PLAN, CONSOLIDATED SCHOOL, COLLEGE SPRINGS, IA.



FIRST FLOOR PLAN, CONSOLIDATED SCHOOL, COLLEGE SPRINGS, IA.



BLISS SCHOOL, ST. JOSEPH, MO. William Gordon, Archt., Des Moines, Ia.

rest room, a laboratory, an office for the principal, and separate toilets for boys and girls are also provided on this floor. The interior woodwork of the building is birch and yellow pine and the floors are hardwood and hardened cement.

A glance at the plan will show that careful consideration has been given to the use of the building as a community center. The auditorium-gymnasium is ample for any average audience of townspeople and is well adapted for motion pictures, lectures and patriotic meetings. It is seated with movable chairs which can be put into an adjoining storage room so that gymnasium features can be made use of. The lunch room which serves each day for the country children measures 23 by 60 feet in size and is ample for banquets, etc.

On the second floor a movable partition has been provided between a recitation room and the music room so that local singing societies and other small organizations can use these rooms for various purposes.

The building will appeal to anyone as a complete community center.

Tingley School, Tingley, Iowa.

The town of Tingley, Iowa, is typical of similar-size towns in that they must have proper school facilities, and yet the law hardly provides means to raise adequate revenue to build and equip a building, as it really should be un-

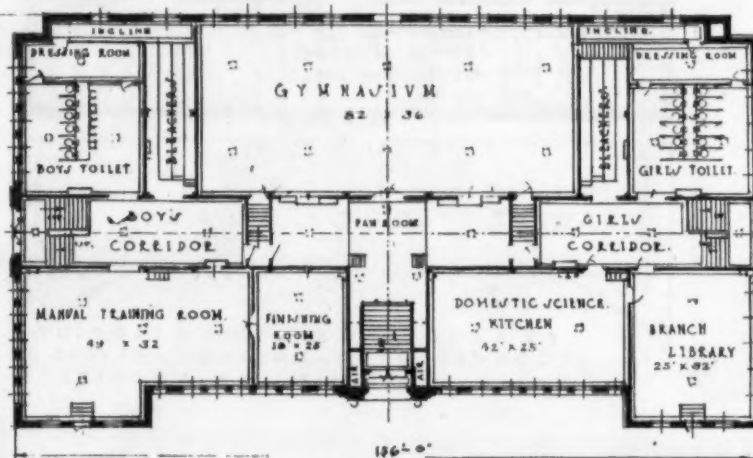
less consolidation with neighboring rural districts is accomplished.

The reason of this is that there is in the district no highly valued commercial or industrial property from which to derive taxes, and further that it costs a great deal more in proportion to build and to properly equip for a small number of pupils than it does for a larger number. These problems are, however, frequently met by the school architect and must be solved

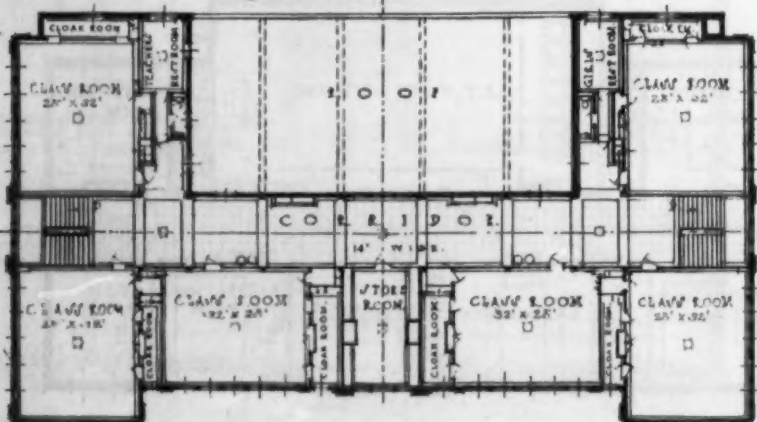
somehow. The accompanying plans and perspectives show a very good example of what may be accomplished along this line.

This building has a frontage of 79 feet and a depth of 51 feet, exclusive of boiler and fuel room. It is two stories with a high basement, a corridor and stairs of fireproof construction extending thru the building on each floor.

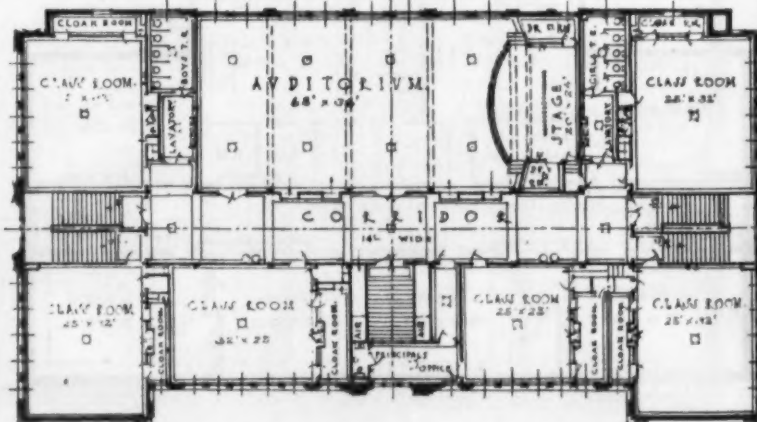
The first floor contains four regulation grade classrooms, and the second floor affords space



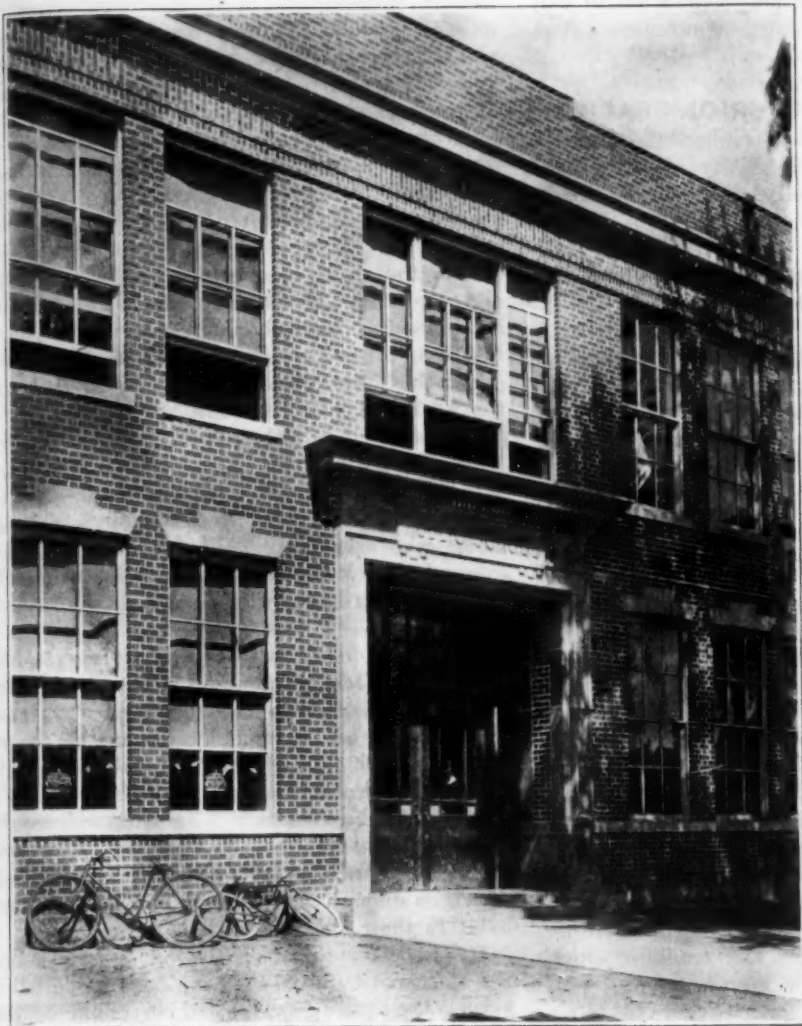
GROUND FLOOR PLAN, BLISS SCHOOL, ST. JOSEPH, MO.



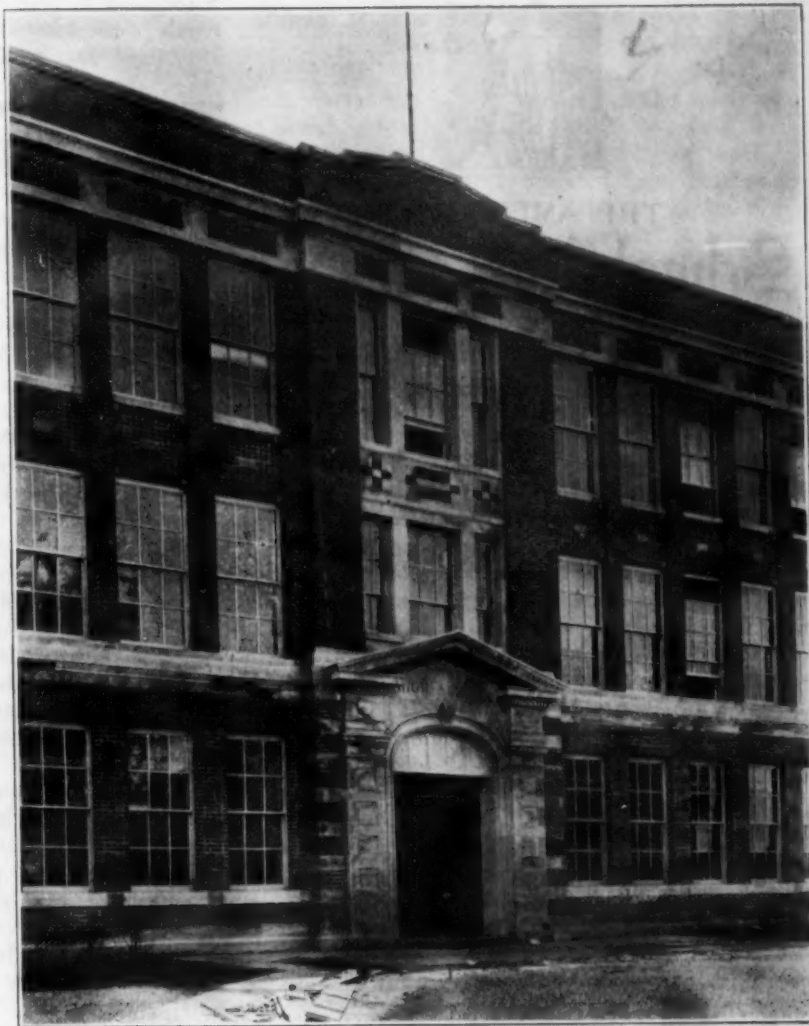
SECOND FLOOR PLAN, BLISS SCHOOL, ST. JOSEPH, MO.



FIRST FLOOR PLAN, BLISS SCHOOL, ST. JOSEPH, MO.



GRADE SCHOOL, SHENANDOAH, IA.
William Gordon, Archt., Des Moines, Ia.



COLLEGE AND HIGH SCHOOL BLDG., SHENANDOAH, IA.
William Gordon, Archt., Des Moines, Ia.

for an assembly room 32 feet by 49 feet, two recitation rooms, a laboratory, cloak rooms for the pupils, an office for the superintendent, and considerable storage space. The basement contains a gymnasium, boys' and girls' toilets, showers, manual training and domestic science rooms.

The plans and specifications of the building provide for a complete water pumping system and septic sewage disposal so that the building may enjoy the sanitary advantages found in larger schools. All preparations for the system have been built in, but owing to high costs and the limitation of funds, the machinery and certain other furnishings in the basement have been omitted. It is better to build schoolhouses large enough for future use and leave parts of the building and equipment incomplete, than to supply only the pressing needs of the present.

Bliss School, St. Joseph, Mo.

School buildings which are not planned to include various community activities, as well as the usual school work, fall far short of the mark that should be the aim of school boards charged with the responsibility of constructing new buildings in city, town, or country.

A suburban building well adapted to meet all the requirements of a suburban district of almost any city is herewith shown. Primarily, it was designed to accommodate twelve regulation grade classes of forty pupils each, six on each the first and second floor. The office of the principal is located over the central entrance so that she may exercise general supervision over the pupils, as they come and go from school. On the second floor are provided a girls' and a teachers' rest room. The latter is so placed that the teachers may see all that occurs on the playground to the rear.

The west entrance to the building is used by the boys and the east entrance by the girls. The boys' and girls' toilet rooms are in their respective portions of the building on each floor and are so arranged that they are convenient from either inside the building or from the playgrounds.

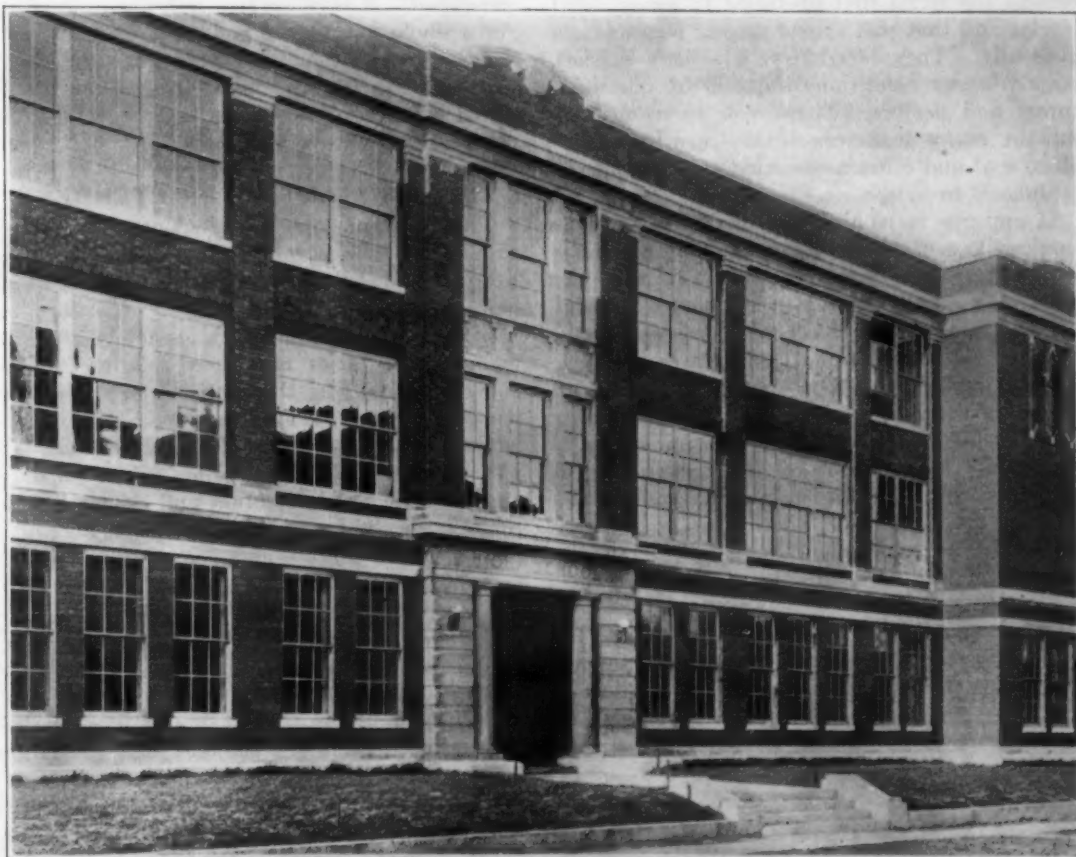
In the basement, at the rear, is a large indoor

playground or gymnasium, opening out at grade and reached from both the boys' and girls' locker rooms by inclines. At the boys' end of the building, in front, is the manual training rooms and at the other end, the domestic science department. The room in the front corner, with entrance from the outside, and also from the main corridor, is intended for a branch library but for some time has been used as the center of all community Red Cross activities.

Over the gymnasium, on the first floor, is a large auditorium, with a stage and dressing rooms. This room, with a seating capacity for 450 persons, has been found very useful not only for all school exercises, but for the use of parent-teachers' association, lectures and improvement, club, etc.

The construction, finish and equipment were all designed for durability and permanence, as

(Concluded on Page 95)



HIGH SCHOOL, RED OAK, IA. William Gordon, Archt., Des Moines, Ia.



THE AMERICAN School Board Journal

DEVOTED TO
LEGISLATIVE AND EXECUTIVE SCHOOL OFFICIALS
WILLIAM C. BRUCE, Editor

EDITORIAL

SCHOOL BUYING METHODS.

The two years of war which the United States has experienced have exercised a strong influence on methods of conducting public business, and even the schools have felt the effects of market conditions which have been upset by war needs and innovations in buying methods introduced by the federal government. It has been quite noticeable that school boards, or rather their executive officers, have been inclined to follow the example of federal officials in breaking down red tape connected with miscellaneous purchases. This has been quite desirable in so far as it has removed unnecessary formality and time or money-consuming delays. It has not been so satisfactory from the standpoint that safeguards have been brushed aside and that in many cases purchases have been made without regard for economy so necessary in public business.

The federal government has had ample reason during the war for laying aside its ordinary buying precautions. There was the greatest need for haste, and it was impossible to foresee to any appreciable degree, the vast needs that sprung up from day to day. The industries of the country were unable to handle even a fraction of the business offered them without extensions of plant and the purchase of tools and machinery which hardly can be used in peace times. This combination of circumstances made it necessary to buy at the seller's own terms.

Many school officials, unconsciously perhaps, caught the spirit that prevailed in government circles and that was spread among businessmen generally. They bought on a seller's market, largely under conditions imposed by manufacturers and dealers. There was an excuse for this in many instances where furniture, supplies, coal and other necessities were exceedingly difficult to obtain.

It appears to us that the necessity for continuing any of these war emergency methods has entirely passed away and that it is opportune to reestablish in every way the careful business methods which school boards customarily employ. It is time that competitive elements be reestablished in school purchases, based of course on the fundamental need for educationally satisfactory goods. There is no longer a reason for substitution or for acceptance of materials that do not meet well considered, standard specifications. There is no good cause for buying without the application of every commercial test as to quality, utility, economy and service.

It is not to be expected that there will be changes in the general price situation during the present year. With the cost of raw materials remaining stationary, and in some cases increasing, and with labor at its present high point, reductions in prices of school goods are not to be anticipated within a considerable period of time.

But, school authorities have ample time in the purchase of their necessities to choose

wisely and to take those precautions which will result in the most advantageous purchases. And it is their duty to do so.

REWARDING THE SUPERIOR TEACHER.

How shall the superior teacher, the man or woman of extraordinary ability and performance, be rewarded? Shall he, or she, be made supervisor or superintendent and thus be enabled to enjoy a higher rate of pay? Or shall recognition come in the classroom where the most efficient service has been rendered?

We have in mind the case of an eastern man who was a wonderful teacher and department head in a high school but who failed miserably as principal; and again, of a normal teacher whose troubles in the presidency drove him to suicide; and finally, of a western principal whose elevation to the superintendency caused a teacher to remark that they "could do better without than with him." In each instance the person mentioned was a teacher whose reputation was more than statewide and was based upon remarkable influence and service. The local school board authorities felt themselves more or less obligated to show their appreciation by the promotion which they conferred.

The preceding cases need only to be cited to prove the futility of considering teaching ability alone as a qualification for administrative service. The latter requires many attributes which the teacher as such lacks. In fact, long continued work in the classroom, especially with children of high school age or younger, gradually unfits for the trying tasks of administration and the difficulties and troubles which center in the office of a superintendent and principal.

There is a real need in all present salary schedules for proper recognition of the teacher of exceptional merit. Uniform salary schedules are a necessity as applied to the great average of teacher, but they are a positive detriment in handling the very superior man or woman. The latter's service is more extensive than it would at first glance appear to be. Invariably it is an inspiration and a direct help to other teachers. The classroom of such a woman or man is a laboratory for making experiments and for testing innovations. It is the source from which new textbooks and teaching materials are developed. It is of service in setting standards for a whole community and a whole state.

School boards may well consider the extraordinary teacher a valued possession, to be cherished according to her service and to be compensated accordingly.

THE ASSISTANT SUPERINTENDENT.

The assistant superintendent occupies a position which has been considered very little in literature on school administration and which has enjoyed no fixed function. Ask any six assistant superintendents in as many cities to define their duties and their relations to the superintendent and the board of education and you will receive six different answers, with the widest variations. Every superintendent, apparently has his own opinion as to his associates in the administration and supervision of the schools, and according as he is liberal or severe, allows a wide measure of freedom or a very limited amount of activity.

The situation is discussed informally on another page of this issue of the Journal by one of the most prominent and successful assistant superintendents in a city of more than half a million population. To this discussion we should like to add the thought that the larger the functions of the assistant superintendents in any community, and the larger the powers which they enjoy, the more efficient is the supervision and the bigger is the man in the office of superintendent. The school board is not un-

fair in judging its chief executive officer, if it considers his attitude toward his assistants and his liberality in delegating to them powers and duties and in giving them an opportunity to express themselves.

As an illustration of right relations may be mentioned a city in the West which has been operating its schools for more than a year in the absence of the superintendent who has entered war service. The schools have been moving along as tho the regularly elected head were in the city, and the assistant who has been acting in his place has been shouldering every responsibility and has been given full credit by the press, the school board and his superior for all the work which he has done.

In every city of the size which requires an assistant or a number of assistant superintendents, a similar situation is to be desired. The man who is afraid to have assistants and associates who are of the caliber required for his own job, has weaknesses which will ultimately interfere with his own efficiency.

BOND SALES.

School boards, in common with other public bodies, are inclined to hold their business transactions more or less confidential on the theory that too much publicity is harmful. The attitude arises from the fact that the boards are made up of businessmen who must constantly maintain secrecy in their personal affairs and in the affairs of the firms with which they deal, and it is difficult for them to break away from habit in their official business.

It has been noted recently that a large number of school bond issues have been disposed of at private sale. Just why that should be the case has not been evident, except that it has resulted from the attitude of board members just described, and that the opinion still prevails that municipal bonds are as difficult to sell as during the months of active hostilities.

Except in very small communities, for very small issues, or for "baby" bonds, we can see no advantage in private sales. There are instances where a local banker or bond man will waive formalities and pay the best price for a small issue. In the great majority of cases, however, the public sale, properly advertised and formally tendered so that the highest reliable bidder becomes the purchaser, is the only sensible method to adopt. The possible purchaser whoever he may be has a right to fair consideration at least. The public has due it the exercise of all care on the part of the school bonds so that its bonds bring the highest possible returns. The school board thus has a double duty to perform and is under moral, if not always legal, obligation.

Even the present flood of bonding and the desirability of expediting the erection of school buildings to care for the shortage, caused by the war, can not release school boards from the obligation of care.

DEMOCRACY IN ACTION.

The school board in a wealthy suburban village of the Middle West recently voted to eliminate all rules permitting transfers between grade school districts and to rescind all such transfers as had been made in past years. Action followed upon a protest of parents who felt aggrieved because the children of wealthy families insisted upon transfers to a new school on the other side of the town where the "silk stocking" class lived and where there were no children of poor and middle class families. The ruling affected, according to the local press, the children of 350 wealthy families.

The situation is one which easily grows up in any community and which can be met only by drastic action and continual vigilance. The simple principle of democracy, which is fundamental in our institutions, should operate effec-

tively and continually. There should be no class distinctions, either in the character of buildings, the completeness of equipment, the ability and training of teachers or the type of instruction. Each city and town should be a unit in school affairs and should be administered as such. The school board should treat every section fairly and generously, without regard to social and financial standing, political influence, race or other condition. And every move for the upsetting of a democratic equality should be resisted to the utmost.

The situation described in the opening paragraph is a reflection upon the school board which tolerates it consciously, and still more upon the community which promotes it.

A number of large cities hold to the policy that the schoolhouses erected in the slums and poorer sections shall be a little better, if anything, than the buildings in the finest residence neighborhoods. The teaching staffs are in some respects stronger than those in the community generally and special activities which meet the local situation are provided. The principle is maintained that the school should offset in a measure the handicaps under which poor children grow up, and that the school shall be a means of providing social justice for the other half. Such a policy is an honor to a community and to school authorities who promulgate it. It is a strong force against radicalism and class hatred and makes the school a true promoter of American democracy.

A DILEMMA?

School boards in numerous communities are unable to meet the requests of teachers for increases in salary sufficient to offset the higher costs of living. At the same time they are considering plans for extending courses of study, for making repairs and extensions of plant, and for numerous minor projects—all of which involve additional outlay of school funds.

It is our opinion that wise administration requires the solution of the teachers' salary problem before any time or consideration can be given to undertakings which involve additional expenditures of general school funds. It is well to hold on to the things which we have, to keep every class as efficient as is possible and to do everything needed to hold present teaching forces under conditions which will make them contented and happy and compensated for their work in proportion to its civic importance. What good are new buildings, fine equipment or new courses, if the essential, the teaching corps, is lost or weakened?

The preceding minimizes in no way the importance of buildings to house the growth in school population, of supplies and equipment for efficient teaching, etc. Judgment and good sense must here guide school boards to successfully carry on the whole work.

DR. CHADSEY IN CHICAGO.

No one can observe school conditions in Chicago without giving way to a feeling of utter disgust at the disgraceful incidents which follow one another month after month. And it is strange indeed that any department of the city government should be so made the football of party politics and spoils. The latest victim of Thompsonism is Dr. Charles E. Chadsey, who was elected superintendent of schools in March last. The Chicago News describes Dr. Chadsey's predicament very accurately:

It is for the Illinois courts to determine whether the action of the new school board in undertaking to remove Dr. Charles E. Chadsey from the superintendency of the Chicago public schools was legal and valid, as quo warranto proceedings to test the issue are to be instituted at once. These proceedings fortunately promise a speedy settlement of the ugly controversy.

Meantime, without prejudging the legal aspects of the case, the people of Chicago may well give a little thought to Dr. Chadsey's experiences with Chicago school affairs.

Dr. Chadsey, an educator of national distinction, was not a candidate for the position of superintendent of the schools of this city. The school board, which a Supreme court decision of a particularly memorable sort had placed in complete authority, offered him the position and urged him to accept it. The board took this action because an investigation by a special committee of representative and public spirited men and women had resulted in a unanimous recommendation that Dr. Chadsey be made the head of the Chicago school system. There was not a single member of the committee or of the school board who had personally known Dr. Chadsey, or who could be charged—or ever was charged—with a political or other improper or irrelevant reason for favoring Dr. Chadsey's election. He was recommended, and subsequently chosen, because a nationwide search had satisfied those entrusted with the duty of selecting a fit and capable superintendent that Dr. Chadsey, superintendent of the schools of Detroit, was the fittest man for the position by reason of his ability, his thoro training and his wide experience as an educator and executive.

He finally accepted the offer, resigning his position in Detroit. Impartial lawyers assured him, as well as did the school board, that his appointment was perfectly legal and that he could rely absolutely on the four-year contract offered him. On March 17 last he entered upon his duties. He quickly won the confidence and trust of the school principals and the teachers. He had every reason to look forward to a term of useful service and to harmony and cooperation. But—

At the April election 37 per cent of the voters gave William Hale Thompson a second term in the mayoral office. Then Dr. Chadsey's troubles began. He received one month's salary "by mistake," city hall officials having failed to prevent the sending of a check to him. They took good care not to repeat the "mistake." The superintendent's salary, well earned, was withheld. But the city council's cynical confirmation of Mayor Thompson's favorites for the positions of school trustees has now overshadowed the salary outrage. The Thompson school board has lost no time in "removing" Dr. Chadsey. No reasons were given. Dr. Chadsey was simply not wanted. His qualifications did not matter. The "job" was needed for an insider. The city council lifted no voice to prevent this scandalous injustice to an eminent educator who has acted thruout in good faith.



Now We'll Get the Truth about the International Situation. —Chicago Tribune.

We Chicagoans talk much about "the spirit of Chicago." It is a spirit capable of great things. It will yet do great things, as it has done them in the past. Meantime, however, it is proper to ask where has been stowed away the spirit of Chicago while gratuitous injury has been deliberately done to a single minded and thoroly competent educator whose sole offense consisted in accepting an urgent call from Chicago for constructive service on behalf of Chicago's public school system."

While it is due Dr. Chadsey that speedy court action be taken to determine his status and to render him justice, it does not seem that this alone will solve the problem. It is time that the people of Chicago wipe the slate clean by insisting upon legislative enactment that will free them of partisan control of the schools. The influence of the mayor and of politicians generally must be broken by making the school board elective and absolutely free from party influence. The children of the city deserve that much consideration.

ARE TEACHERS TO BE EXPLOITED?

Is the American teacher to be exploited by the walking delegate, the paid organizer or the professional lobbyist? The activities of some men engaged in promoting the pecuniary welfare of teachers thru organization lead one to believe that they are more interested in their own handsome salaries and in commissions than in the teachers and their pay. School boards will render teachers and the cause of education a service if they investigate all movements to organize teachers and examine the motives, methods and pay of the professional trouble makers.

Mr. Randall J. Condon of Cincinnati has refused the superintendency at Detroit for the simple, valid reason that he does not want to hazard the success of his administration. The mayor has questioned the legality of the election—on political grounds, it is stated—and there is a division in the board of education. The lack of harmony and the opposition which the mayor is showing to true progress in the schools would make questionable the success of any candidate who could not start with the cooperation of the mayor and the school board.

Wise is the school board member who can remain noncommittal until he has all the facts necessary to act—and speak.

There is one point in which a dog fight differs from a school fight. The dogs don't talk for publication after it is all over.

Sympathy is laudable, but it is wasted on the teacher who cannot make good.

The pedantic schoolmaster is no longer fashionable, even among pedagogs. The modern schoolmaster's temper is that of a real teacher, not a tailor, and unlike his predecessor in Shaftesbury's day, he is in tune with the world. "Science does not know its debt to imagination."—Emerson.

"Americanization is the making of an American out of one who was not born here by making him come to see that the institutions, policies and aspirations of America are those that suit him best.

"Americanization is the realization by one who is here, whether of foreign or native birth, that this is the land best worth living in and being a part of."—Secretary Lane.

The city of Winston-Salem will erect a modern high school plan with a capacity of approximately 1,500, to cost \$500,000. The school is to be located on a tract of land containing 25 acres and is to include an auditorium as the central building of the group. Mrs. R. J. Reynolds, a prominent lady of Salem, has offered to donate to the board of education a splendid parked site at the west end of the city and to pay for the auditorium as a memorial to her husband.

CICERO PUBLIC SCHOOLS, CICERO, ILL.

INSTRUCTIONS. 1. This record is to accompany the pupil from room to room and from building to building. It will become a part of the permanent record of the building which he last attends. 2. Keep record of attendance in a blank book and transfer to this sheet at close of each month. 3. Record scholarship and conduct at close of each month before pupils' monthly report is sent to the home.

Name (last name) _____ (first name) _____ Cicero, Illinois

Address (number) _____ (street) _____ (number) _____ (new address) _____ (number) _____ (new address) _____ Cicero, Illinois

Date of birthday (month) _____ (day) _____ Father's name _____

Mother's name _____ Father's nationality _____ Occupation _____

Property owned _____ Place of birth (city or town) _____ (county or province) _____

Credentials of birth (state or country) _____ (county of first residency) _____

Entered our _____ School by transfer from _____ (name of school) _____ School _____

Entered our _____ grade _____ Date of leaving above school _____ (month) _____ (day) _____

Entered our _____ School _____ Grade _____

Obtained transfer to _____ School _____ (state) _____

Cause of leaving Cicero _____ Date of _____

NOTE: If an error in date of birth is discovered—the correction must be made on both original and duplicate record cards.

STANDARD: 1. Give name, address, age, sex, and give on pupil's monthly report. 2. Use upper left corner for spelling and lower right for arithmetic. 3. Use asterisks to indicate number of minutes of tardiness. 4. Underline tardiness figures when home (or absence) is given. 5. Use perpendicular line for absence. A dot before line shows excuse (absence).

GRADE		AGE														TEACHER									
59	Month	Mon.	Tue.	Wed.	Thurs.	Fri.	Sat.	Sun.	Mon.	Tue.	Wed.	Thurs.	Fri.	Sat.	Sun.	Mon.	Tue.	Wed.	Thurs.	Fri.	Says Taught	Says Present	Says Absent	Times Tardy	Says not Enrolled
	Begin. Class																								
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Promotions to																Total									

Remarks:

GRADE		AGE		TEACHER																
Month	Days	Mon	Tue	Wed	Thur	Fri	Sat	Sun	Mon	Tue	Wed	Thur	Fri	Sat	Sun	Days Taught	Days Present	Days Absent	Times Tardy	Days not Enrolled
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5																				
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10																				
Promoted:																Total				

Remarks:

PAGE 1. PERMANENT PUPILS' RECORD FORM.

GRADE		AGE														TEACHER					
P	Month		Mon	Tue	Wed	Thur	Fri	Sat	Sun	Mon	Tue	Wed	Thur	Fri	Sat	Sun	Days Taught	Days Present	Days Absent	Times Tardy	Days not Enrolled
	Days	Class																			
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Month	Days	Mon	Tue	Wed	Thur	Fri	Sat	Sun	Mon	Tue	Wed	Thur	Fri	Sat	Sun	Days Taught	Days Present	Days Absent	Times Tardy	Days not Enrolled
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GRADE _____		AGE _____														TEACHER _____											
19	Month	Mon	Tue	Wed	Thur	Fri	Sat	Sun	Mon	Tue	Wed	Thur	Fri	Sat	Sun	Mon	Tue	Wed	Thur	Fri	Sat	Sun	Days Taught	Days Present	Days Absent	Times Tardy	Days not Enrolled
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Remarks: _____																											

PAGES 2-3-4 PERMANENT PUPILS' RECORD FORM.

A COMPLETE PUPIL RECORD SYSTEM.

The movement for standardizing school records has led during the past five years to a great improvement in the cards and blanks employed in the larger cities to keep track of the school life of children. No system, however, which has come to our notice is so simple and so inclusive as that devised by Supt. W. W. Lewton of Cicero, Ill.

The pupil record system of Cicero includes two cards, a record card and a report card which is made out annually and is sent to the parents

once each month to keep them informed of the progress of their children.

A glance at the accompanying cuts will show the arrangement. The original blank measures folded, 3½ inches by 7½ inches and is large enough to fit into a standard manila envelope. On the first page there is a statement to parents which calls their attention to the character of the work expected of children and which calls attention to their relations to the teachers. The fourth page of the report requires the signature of the parent and is so arranged that the signa-

ture involves an acknowledgment of the parent of an understanding and inspection of the report.

The pupils' record proper is intended to follow the children thru the eight grades and to provide a complete record of addresses, birth and parentage, entry into school, transfers, truancy, tardiness and final discharge from school. The blank is printed on a sheet 9½ by 12 and includes four pages. A heavy white ledger paper is used that will permit of considerable handling and is stiff

(Concluded on Page 95)

Pupils above the second grade will receive this report during the first week of each month. Please sign and return not later than Monday of the second week.

TO PARENTS—

1. Have you read the first page of this report?
2. Before you sign the current month's report, may we ask if it is satisfactory to you? (Notice the mark in "others.")
3. If it is not, — permit us to assure you it is equally unsatisfactory to us, and with your help, shall endeavor to make it better next month.

SIGNATURE OF PARENT OR GUARDIAN _____

September _____

October _____

November _____

December _____

January _____

February _____

March _____

April _____

May _____

Cicero Public Schools
Scholarship and Conduct Record
1918-1919

Name _____ School _____

Room _____ Grade _____

Teacher _____

PARENTS.

This report has been prepared in the belief that you will be glad to have a convenient means of in forming yourselves of your children's progress in school. A report such as this must necessarily be general; if parents desire more specific information, it will be gladly given by the principal or teacher. The wise parent becomes acquainted with the teacher; in case of friction, seeks the teacher's point of view; never criticizes the teacher in the presence of the child; and, endeavors to promote harmony and good understanding thru helpful suggestions.

If the letters "C" and "D" occur several times on a report, you are warned that there is danger that the child may not be promoted at the end of the term: in such a case the parents should at once confer with the principal and teacher. The term "Fair" does not mean "Satisfactory". It is used for want of a better word to indicate that, while the pupil's work cannot be called "Poor" it ought to be better.

If any mark is in red, it means the teacher would like to confer with the parent at once.

W. W. LEWTON,
SUPERINTENDENT

THIS REPORT IS A COPY OF REGISTER RECORD

A	B	C	D
Excellent 90 to 100	Good 80 to 89	Fair 70 to 79	Poor Below 70
SEP	OCT	NOV	DEC
JAN	FEB	MARCH	APRIL
MAY			

Very commendable

Shows improvement

Tries hard

Indifferent

Wastes too much time

Depends too much upon others

Home work neglected

Gives up too easily

Prepares work poorly

Very careless

Inattentive

Capable of doing much better

Work shows falling off

Work of grade too difficult

Falling

Promotion in danger (Do not mark below Fair)

Inclined to mischief

Annoys others

Whispers too much

Higher attitudes better work per se than showing above the rest

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TEACHERS' SALARIES

OMAHA SALARY SCHEDULE.

The school board of Omaha, Neb., has adopted a salary schedule for the entire teaching and supervisory faculty. Elementary teachers will begin at \$900 per year and will be given \$50 annually for the two-year probation period until \$1,000 is reached. Thereafter, they will be given increases of \$100 up to the maximum of \$1,400. Teachers who have taught one year at \$1,350 will be advanced at \$1,400. Elementary teachers who have attained the regular maximum salary may be given a super-maximum salary under the conditions provided in the rules. Teachers who have not reached the maximum will be given a bonus of \$50, and those who teach a double room or who travel between buildings, will be given \$45 per annum in addition to the annual salary.

Kindergarten teachers will be given \$900 for the first year of service and increases of \$50 up to \$1,000; after one year's service they may advance to \$1,100, the regular maximum salary, except that assistants who have served one year at \$1,050 will advance to \$1,100. Kindergarten directors who have reached the regular maximum salary will be given the super-maximum salary, assistants and directors who have not reached the regular maximum salary will be given the bonus, and a director who teaches a double room or who travels between buildings will receive \$45 in addition to the annual salary; kindergarten assistants working under the same conditions will receive \$40 in addition to the annual salary.

Teachers of special classes in elementary schools will be elected at a stated salary and will advance according to the regular schedule of elementary teachers. Teachers who have not reached the maximum salary will be given a bonus of \$50.

High school teachers will begin at \$1,100 and will advance at the rate of \$100 annually to the regular maximum of \$1,700. Teachers who have taught one year at \$1,650 will advance the following year to \$1,700. Teachers transferred from the elementary department to the high school will begin at the salary they would have received in the elementary department, unless such salary is lower than the minimum salary of the high school schedule, in which case they will begin at \$1,100.

Heads of departments in the high school will be paid according to number of classes supervised as follows: One to ten classes, \$100; twenty classes, \$150; 21 to 30 classes, \$200; 31 to 40 classes, \$250, and 41 classes or more, \$300. Heads of departments who have reached the regular maximum salary will be given the super-maximum and those who have not reached the regular maximum, will be given the bonus provided under the schedule.

Substitutes in both the elementary and high schools will begin at \$2.50 per day for the first year, and will be given increases of \$0.50 up to the maximum of \$6.00 after the eighth year. One year of normal, college or university will count as one year of experience.

Elementary principals in charge of seven rooms or less will be paid \$1,520; those in charge of eight rooms, \$1,580; those in charge of nine rooms, \$1,640; those in charge of ten rooms, \$1,700; those in charge of eleven rooms, \$1,760; those in charge of twelve rooms, \$1,820; those in charge of thirteen rooms, \$1,880; those in charge of fourteen rooms, \$1,940; those in charge of fifteen rooms, \$2,000; those in charge of sixteen rooms, \$2,060; those in charge of seventeen rooms, \$2,120; those in charge of eighteen rooms, \$2,180; those in charge of nineteen rooms, \$2,240; those in charge of twenty rooms or more, \$2,300.

Supervisors will begin at \$1,700 and will advance to \$2,000 after four years' service. Assistant supervisors will be elected at a stated salary and they shall advance thereafter at the rate of \$100 per annum to the regular maximum of \$1,600. Supervisors and assistant supervisors who have attended the regular maximum salary will be given the super-maximum under the rules

and those who have not attended the maximum will be given the bonus provided.

A bonus of \$50 will be given to any teacher, supervisor or assistant supervisor below the maximum, who presents before October first of each year, evidence of having earned five credits at a university, college or normal school.

Teachers, assistant supervisors or supervisors who have served at least a year at the regular maximum salary, and elementary teachers, may be given an increase of \$100 upon the presentation of six credits from a university, college or normal school. A second increase of \$100 will be given for six additional, or a total of twelve credits. Advances in salary in such cases may in no instance exceed \$100 per year.

Duluth, Minn. The board has adopted a salary schedule for teachers for the year 1919-20. The schedule is as follows:

a. Kindergarten Assistants—First year, \$750; second year, \$825; third year, \$900; fourth year, \$975; fifth year, \$1,050; sixth year, \$1,125. Plus additional compensation of \$10 per month for nine and one-half months, for completion of contract.

b. Junior high school teachers with normal school standing: First year, \$800; second year, \$875; third year, \$950; fourth year, \$1,025; fifth year, \$1,100; sixth year, \$1,175; plus additional compensation of \$10 per month for nine and one-half months, for completion of contract. Seventh year, \$1,250; eighth year, \$1,325; ninth year, \$1,400. To be obtained by study or special recommendation. Plus additional compensation of \$10 per month for nine and one-half months, for completion of contract.

c. Junior and senior school teachers with college standing: First year, \$900; second year, \$975; third year, \$1,050; fourth year, \$1,125; fifth year, \$1,200; sixth year, \$1,275; seventh year, \$1,350; eighth year, \$1,425; ninth year, \$1,500. Plus additional compensation of \$10 per month for nine and one-half months, for completion of contract.

Annual increases for qualified junior and senior high schools must be not less than \$75 per year until the maximum is reached. Junior and senior high school teachers with college training are eligible to additional increases beyond the maximum of \$1,500 to \$1,800, upon the recommendation of the superintendent.

The maximum for heads of departments in high schools is fixed at \$2,500 and is attained by annual increases as recommended by the superintendent.

Fort Wayne, Ind. The board has adopted a salary schedule which is to go into effect in September. The schedule represents an increase of \$40,000 in the salary budget. The schedule is as follows:

Elementary teachers, minimum \$700, and maximum \$1,400.

Elementary school principals, six rooms and below, minimum \$1,000; maximum \$1,700. Seven to ten rooms, minimum, \$1,200; maximum, \$1,900. Eleven rooms and up, minimum, \$1,200; maximum, \$2,200.

Junior high school teachers, minimum, \$1,200; maximum, \$2,200.

High school teachers, minimum, \$1,000; maximum, \$2,000.

Heads of departments, \$2,200.

Junior high school teachers are only in the process of organization and hence the salary schedule for these teachers will be adjusted each year until such a time as the educational requirements are standardized.

One of the most important features of the elementary salary schedule is that a teacher who enters the school at the minimum salary may reach the maximum in seven years. Many of the schools of the state require as high as fourteen years to reach the maximum.

Jackson, Mich. The board has given increases of twenty per cent to more than two hundred teachers, supervisors and principals. The salary of Supt. Marshall has been fixed at \$4,800 for the next year and \$5,000 for the succeeding two years.

The school board of West Saginaw, Mich., has adopted a salary schedule providing that teachers shall be paid for twelve months and on the basis of qualifications and character of service. The schedule groups teachers into major and minor divisions, the former applying to teachers who hold state life certificates and the latter to teachers who do not hold such certificates. Nine groupings are made under the major schedule and seven under the minor, as follows:

Major schedule—Group A, \$70 per month or

\$840 per year; Group B, \$75 per month; Group C, \$80 per month; Group D, \$85 per month; Group E, \$90 per month; Group F, \$95 per month; Group G, \$100 per month; Group H, \$110 per month; Group I, \$120 per month.

Minor schedule—Group A, \$60 per month or \$720 per year; Group B, \$62.50 per month; Group C, \$65 per month; Group D, \$67.50 per month; Group E, \$70 per month; Group F, \$75 per month; Group G, \$80 per month.

Under the major schedule, teachers holding university or teachers' college diplomas in addition to state life certificates, or the equivalent, shall be paid under Group G, at the rate of \$100 per month or \$1,200 per year, if they have had three years' successful experience and are recommended by the superintendent and approved by the school board.

Under the minor schedule, \$80 per month, or \$960 per year, is fixed as the maximum to be paid teachers without life certificates. Teachers will be advanced from one schedule to a higher grouping on recommendation of the principal of the school in which they teach and the superintendent, if approved by the school board also.

TEACHERS' SALARIES NOTES.

Munhall, Pa. The board has raised the salaries of teachers twenty per cent. The maximum for the grades has been fixed at \$105, for the junior high school at \$115, and for the lady high school teachers at \$150. Teachers who successfully complete the school year are to be given \$50 above the regular salary and another \$50 will be added for approved summer school work.

Selma, Ala. The board has adopted a revised salary schedule based on length of service and efficiency. Elementary teachers will begin at \$570 a year and will advance at the rate of \$47.50 per year until the maximum of \$997.50 is attained. Teachers who have had more than ten years' experience may be given higher salaries without regard to the schedule and the same rule applies to those who show unusual skill and efficiency in teaching. High school teachers will be given a minimum of \$950.

Raton, New Mexico. The board has raised the salaries of grade teachers twenty per cent, making them from \$90 to \$108 per month. The principal of the high school has been raised to \$2,000 and the superintendent of schools to \$2,800.

Woonsocket, R. I. The school board has asked the city council for funds with which to give teachers increases of \$100 beginning September first.

Kankakee, Ill. The board has granted increases of \$100 to all teachers, effective next year.

Richmond, Ind. Flat increases of \$100 have been given to teachers, making the average salary for grade teachers \$1,010, for junior high school teachers \$1,177 and for high school teachers \$1,361.

Aurora, Ill. The west side school board has given increases of \$100 to the teachers receiving less than \$1,000 per annum. Supt. S. K. McDowell has been given an increase of \$300.

Kalamazoo, Mich. The board has given increases of \$200 to teachers. Under the schedule, grade teachers will receive from \$70 to \$1,200 a year, and high school teachers from \$1,150 to \$1,900.

Fort Dodge, Ia. The board has given average increases of \$20 per month to teachers and has set the minimum wage at \$1,000 a year.

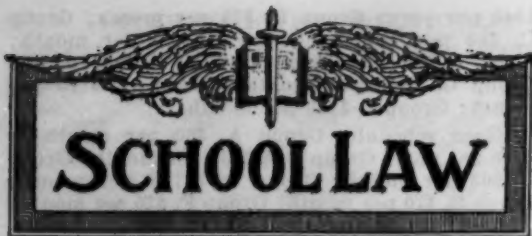
Hoopeston, Ill. The board has taken steps to increase the salaries of grade teachers in compliance with the new state law fixing the minimum at \$80 and the maximum at \$90 per month.

Teachers in the east side schools at Aurora, Ill., have been given uniform increases of \$200 for the next year. Supt. C. M. Bardwell has been given an increase of \$400, Principal K. D. Waldo an increase of \$300 and Secretary W. S. Beaupre an increase of \$100.

West Springfield, Mass. The board has added \$178 to the salary of women teachers who recently received increases of \$50. Teachers who did not get the former increase, have been given increases of \$238.

Atlanta, Ga. The board has amended the rule recently adopted under which teachers who had served from five to twelve years, but who did not have a college certificate, were limited to salaries of \$80 per month. Under the new arrangement service is to take precedence over the college certificate. Such teachers will receive \$85 a month and will be permitted to qualify for the honor group which provides salaries of \$90 to \$100 a month.

(Continued on Page 78)



Schools and School Districts.

Where a municipality was constituted a separate school district by a legislative act (Miss. laws of 1888, c. 293), it thus became a governmental arm of the state, and the legality of its organization cannot be collaterally attacked in a proceeding to enjoin the issuance of district bonds.—*Dye v. Brewton*, 80 So. 761, Miss.

A decree dissolving a legally established consolidated school district does not, in view of the Missouri laws of 1913, p. 723, § 6, per se restore its directors to their former offices and functions.—*State ex inf. McGinnis ex rel. Kemble v. Consolidated School Dist. No. 3, Pike County*, 209 S. W. 96, Mo.

A legally consolidated school district will not be annulled because of its failure to construct high school during the three years of its existence, where it was giving the district the educational advantages its inhabitants enjoyed prior to the consolidation, and where its failure to construct a high school was due to a lack of revenue, as a result of its refusal to apply for a bond issue pending determination of suit involving validity of the district's organization.—*State ex inf. McGinnis ex rel. Kemble v. Consolidated School Dist. No. 3, Pike County*, 209 S. W. 96, Mo.

School District Government.

A statute authorizing the presidents of boards of education of village and rural school districts of each county to elect a member of the county board of education each year does not authorize the election of a member of such board for a term which does not begin until the expiration of the term of office of such presidents.—*State v. Myers*, 121 N. E. 821, Ohio.

Under the Ohio general code, § 4748, whereby a vacancy in any board of education may arise on absence from board meetings for ninety days, a member of a county board of education who attended a board meeting on October 8th, and was absent from the next meeting on the second Tuesday in November and the next meeting on the second Tuesday in December, when there was no quorum, and who attended the next meeting on January 8, 1918, was absent only sixty days, and could not be removed for absence.—*State v. Eikenberry*, 121 N. E. 823, Ohio.

School District Property.

A contract by a school district for the purchase of a school building was held invalid, on the ground that the building purchased did not conform to the requirements of the state law as to light, ventilation, and safety, and was not susceptible of changes which would meet such requirements.—*Crosbyton Independent School Dist. v. C. B. Live Stock Co.*, 254 F. 753, U. S. C. C. A. Tex.

Tho the board of education of New York City has power to discipline all employees, including janitors and janitor engineers, so that on pure question of discipline, appeal must first be taken by employee to commissioner of education, the right of a licensed janitor engineer to judicial review of action of the board in transferring him from one school to another, involving large reduction of salary, cannot be defeated because he has not first appealed from the action of the board pursuant to the New York Education Law, § 890. *McCarthy v. Board of Education of City of New York*, 174 N. Y. S. 335, N. Y. Sup.

The board of education of New York City has authority and power in good faith to transfer a janitor engineer to another school, even tho the transfer involves a decrease in his compensation. *McCarthy v. Board of Education of City of New York*, 174 N. Y. S. 335.

An action of the board of education of New York City in transferring janitor engineer, with large decrease in compensation, to school not requiring the services of janitor engineer, would be violative of civil service law, as in effect a removal without charges and hearing.—*McCarthy v. Board of Education of the City of New York*, 174 N. Y. S. 335, N. Y. Sup.

School District Taxation.

Where a contractor having constructed a school building, assigns school district warrants, the

assignee takes warrants subject to same defenses as existed against contractor, and was not entitled to payment until satisfaction of subcontractor's and materialmen's preferential right to payment under the Utah complete laws of 1907, § 1400x.—*Baker Lumber Co. v. A. A. Clark Co.*, 178 P. 764, Utah.

One contracting to purchase bonds to be issued by a school district, and who by his attorney, before making the contract, carefully examined the statute under which they were to be issued, cannot avoid the contract because of a fact claimed to render them less desirable than he supposed, but which was plainly disclosed by the statute.—*Board of Trustees for Regina Public School Dist. No. 4 of Saskatchewan v. Spitzer*, 255 F. 136, U. S. D. C. Ohio.

A contract by a school district for the sale of bonds to be issued by it is not invalid, because the bonds are not then in existence, where the district has taken all the steps required by statute to authorize their issue.—*Board of Trustees for Regina Public School Dist. No. 4 of Saskatchewan v. Spitzer*, 255 F. 136.

Teachers.

The Illinois laws of 1917, pp. 741-744, amending the laws of 1909, pp. 368, 369, §§ 93, 94 and 96, of "An Act to establish and maintain a system of free schools," providing for non-high school districts, and allowing pupils to attend schools in surrounding districts, is held constitutional.—*People v. Chicago & N. W. Ry. Co.*, 122 N. E. 52, Ill.

Where the action of a school board in dismissing the principal of the district was reversed on appeal to the county superintendent, and on his return the school board informed him that a teacher who had served under him had been made superintendent of the district, and that he should serve under him and teach, the principal did not need to again appeal to the county superintendent before bringing an action for breach of his contract as principal, whether the offer be considered as another dismissal by indirection, or an offer of a new and different employment in satisfaction of an outstanding contract.—*Williams v. School Dist. No. 189*, 177 P. 635, Wash.

(Concluded on Page 83)



The Editor cordially invites news notes for this column of the Journal.

THE WORM TURNS.

(Letter from a school superintendent of whom the clerk of the school board wrote: "He was offered a much larger salary last year than we were able to pay him, but he had already promised this board to stay another year, and they could not see their way clear to release him, so he stayed with us and worked as faithfully as if he had been receiving the larger salary.")

"For fourteen years the zeal of the cause of education has eaten me up! With full understanding I chose this line of work, deliberately turning my back upon prospects of financial success so justifiably attractive to ambitious youth and mankind. By years of toil and self-sacrifice I have acquired the best attainable professional training for my work. As a teacher I have given, day and night, hours of nerve-racking service in and out of the classroom. As educational executive I have put my whole heart and brain into building up an efficient school system for the community, and have shown unquestioned results. I have met criticisms, deserved and undeserved. I have lived the life of a man among women and the attitude which that only too frequently entails from 'men of the world.' I have received salaries which any self-respecting man would hesitate to ask a woman to share with him.

"The crisis has come. The worm has turned. I do not regret my choice of work nor anything it has brought me or I have given it in the past. I am looking to the future. My personal pride is aroused! Never again will I smear before the eyes of the public the living lie that \$1,500 per annum is the value of my services to the public. Rather than that: I will say, if neces-

sary, break rocks on the country road for the love of humanity and live on my savings.

"Now, I am not sufficiently egotistic to think I am justified in calling this matter to your attention merely in the interests of myself. I see two justifications for calling the matter to your attention, and thru your bureau, to communities thruout the country; Firstly, my case is typical of thousands of men in educational work in the Nation; secondly, it indicates a condition very intimately and vitally affecting the cause of education in the Nation. It brings every community face to face with the questions, whether or not, now that the high cost of living is increasing the struggle to make ends meet and remuneration in other lines of work rising accordingly, the small portion of men in educational work will be squeezed out by the starvation compress; whether now that the world is demanding of its schools the preparation, the training, of virile and consecrated, practical, and idealistic citizens of the future World state, the people of our Nation will, by a penny-wise policy, restrict the educational leadership of the several communities to young men who wear out their enthusiasm at making bricks without straw, and middle-aged and old men whose minds are of necessity obsessed with the gad-grinding struggle to keep their families in decency."

AMONG BOARDS OF EDUCATION.

The Chicago city council, on May 27th, confirmed the new board of eleven members appointed by Mayor William Hale Thompson and the new educational body went into office on the following day. At the reorganization meeting Mr. Peter A. Mortenson was elected superintendent, Mr. Albert H. Miller secretary, Mr. Charles J. Forsberg business manager, and Mr. William A. Bither attorney.

The former members who have been removed thru the Mayor's appointments, will begin court proceedings to regain their offices. Supt. Charles E. Chadsey who was appointed for a term of four years, took the office with the understanding that the appointment was legal and he maintains that he has illegally been removed. It now remains for the courts to pass on the matter and to make a final settlement of the controversy.

North Attleboro, Mass. A six-period day of supervised study has been adopted for the high school, beginning with the fall term in September. Sessions will begin at 8:15 in the morning and close at 2:00 in the afternoon.

The school board of Duluth has taken steps to promote Americanization work thru the appointment of a director of night schools, giving full time to the work, and a woman Americanization worker who is to be employed on a yearly basis. The latter will give her entire time to alien and naturalized women who desire to fit themselves for citizenship and membership in the community. This woman worker will carry on her work thru the social centers, the study classes and thru personal contact.

The Board of Education of Lincoln, Nebraska, has entered upon a building program which will practically renew the school plant of the city in so far as parts of it have become obsolete and new buildings are needed. The board has called for an election for a bond issue of \$2,000,000 and has voted an increased tax levy of 12 mills which will produce \$2,330,000 in the immediate future.

When the present extensions and replacements are completed it will be possible to reorganize the entire school system on the 6-3-3 plan and will make junior high schools accessible to all children now enrolled in the 7th, 8th and 9th grades. The board of education in working out the building program is cooperating with the city commission, the capital commission and other civic bodies engaged in the development and beautification of the city of Lincoln.

The present plans of the board involve the early construction of seven elementary school buildings to cost \$670,000; the remodeling and extension of four junior high schools to cost \$535,000; the construction of two new junior high schools involving \$950,000; an addition to the high school costing \$100,000; and the remodeling and enlargement of the school administration headquarters to cost \$75,000.

New York City. The board of education has appointed a committee of principals and superintendents to consider the entire system of examining, rating, and promoting teachers. The committee is headed by Superintendent Ettinger and is including in its study all the elements connected with the official rating of teachers and the keeping of records. The present discontent

(Continued on Page 64)

Records that are *made* for the use of the Schools

With an intimate knowledge of the needs of the schools the Victor Talking Machine Company has studied deeply that it might offer an infinite variety of service to the Educators of the country by furnishing material especially adapted to the various needs and developing mental, emotional, and physical activities of the pupil. Every Victor Record for school use is carefully made and specially selected. For instance:

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Why do we hear a chorus of women's voices in "You Spotted Snakes"?

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Forsooth because in the Casket scene in the "Merchant of Venice," a careful study of the text and the context shows that the song was sung by Nerissa and Gratiano, while Portia breathlessly watches Bassanio as he chooses the leaden casket.

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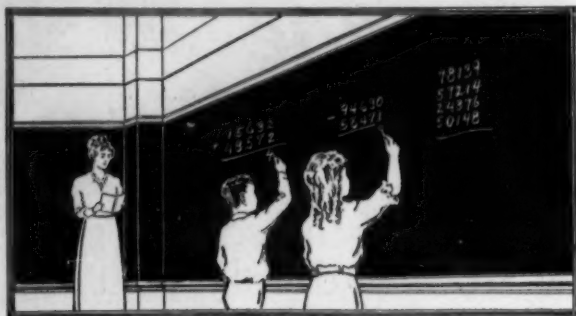
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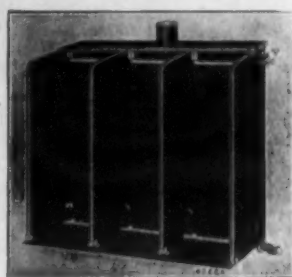
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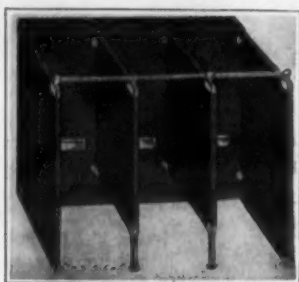
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(Continued from Page 62)

among the teachers is undoubtedly a factor which will receive careful attention of the committee.

The New York Board of Education has permitted the erection of a memorial tablet in one of the elementary schools. It has been a policy of the board in the past to refuse permission to erect mortuary tablets, but it is likely that this policy will be reversed in the near future. The Teachers' Loyalty League has asked that a special form of tablet be designed under the supervision of the Superintendent of buildings so that all commemorative tablets will be uniform in appearance and size. It has been suggested that the Alumni or the Parent-Teachers' Association bear the cost.

Virginia, Minn. Arrangements have been made for the reopening of the normal training department as a part of the high school course. Ten students have enrolled.

The school board of Mansfield, O., has discontinued the policy of employing cadets as teachers. In the future, graduates of the normal training school will be employed as teachers after they have completed twelve weeks' training. Such teachers will be paid a minimum of \$60 a month and will be required to continue their training during the summer vacation.

Cheyenne, Wyo. The board has granted a flat increase of \$120 a year to the teachers, making the maximum for grade instructors \$1,260 and that for high school teachers \$1,440.

Attleboro, Mass. The board has given increases of \$100 per year to the teachers.

State Supt. W. F. Bond of Mississippi, in a recent communication, criticizes very severely teachers who break their contracts to accept other positions at increased salaries. In order to remedy the condition, Supt. Bond urges that any teacher who breaks a contract to accept a position at a higher salary, shall have his license revoked.

Supt. Bond recommends that where a teacher for any reason desires to be released from a contract, that he ask the board for a release. If the board refuses to grant the release, the teacher should go ahead and teach even tho it be at a financial sacrifice. It is pointed out that school

boards are having considerable difficulty in making up competent teaching staffs and they should not be compelled to do their work of selection a second time. Teachers are urged to stand by their contracts.

Brockton, Mass. The minimum salary of grade teachers has been raised from \$750 to \$900 and the maximum from \$1,000 to \$1,200 per year. Fifteen male teachers in the high school have been given increases of \$250 each per year and 46 female teachers have been given advances of \$200.

Kansas City, Mo. The board has given increases of 25 per cent in salary to all teachers.

The board of education of Athens, O., has adopted a new salary schedule under which grade teachers will receive from \$70 to \$80, and high school teachers from \$95 to \$160. This represents an increase of about 15 per cent over last year, and 25 per cent over a year ago.

The school board at Richmond, Ind., has recently adopted a salary schedule for teachers for next year, under which elementary teachers from the first to the sixth grade will receive \$1010; Junior High school teachers, \$1177; and Senior High school teachers, \$1361. The lowest salary for elementary teachers for next year will be \$888.

Boston, Mass. The board has ordered that members of the college section of the Boston Normal School who are preparing for high school or intermediate classes, shall substitute for the five months of academic work formerly taken in the Normal. The successful completion of a course leads to a degree either in Boston University or in Boston College and \$75 is allowed these institutions for each student attending such courses.

The New Hampshire State Board of Education has adopted a new rule providing that no teacher shall be permitted to teach in the state unless he or she has been certified by the board, such certification to be made after meeting the requirements to be set down in the regulations and the passing of an examination. In order to guard against a hardship to such a teacher, it is provided that a license may be given for the period of one year. This can be renewed at the recom-

mendation of the superintendent of the district where the teacher is employed.

Provision is made for the registration with the board of every person teaching in the state and in case of emergencies, the superintendents may employ unapproved substitutes for periods not exceeding six weeks.

An important change is the rule that no person shall be appointed as a teacher or superintendent until his personal character and standing have been thoroughly investigated.

Akron, O. The board has amended the rule against married women teachers, to provide that such teachers as have given good service in the past shall not be removed merely because they have married. The board reserves the right to use its judgment in appointing or reappointing married women, with husbands who can support them.

The court has recently ruled that Commissioner Albert Wunderlich of the St. Paul, Minn., schools acted within the city charter and not arbitrarily when he removed from the staff of teachers Miss Emma M. Hellner and Miss Florence E. Early. The opinion sustains the demurrer of Commissioner Wunderlich to the petition of the two women for reinstatement in their former positions and for replacement on the payroll of the teaching force. The two women were removed by the Commissioner after they had been asked to resign following charges brought against them.

In its decision, the court pointed out that the Commissioner must go to the extent of a regular trial on the issues and charges, but the charter does not contemplate a complete revolution in the administration of school work. It is not the purpose of the charter to destroy the element of discretion in the appointing official by transference of that administrative attribute to some other person, body or tribunal. No form of appeal or review is provided under the charter.

The teachers' organizations of Oakland, Cal., have formed a federation which has for its aim general raises in salary. The new body has employed a trained publicity man and lobbyist to devote his time to the coming fight for increased salaries, which the teachers plan to wage independently of the board before the city council and board of supervisors.



FIRE drills are good, but not infallible. In spite of the drill, when a real fire burst out, this little boy, stricken with senseless panic, hid in a dark cloakroom.

Some five billion dollars of business property has been protected from fire by automatic sprinklers.

State Industrial Commissions are guarding the lives of factory employees by requiring this same unfailing protection in business property.

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Who is supposed to guard the lives of school children anyway ?

"NOW, Willie, be careful when you cross the tracks."

Mother stands in the doorway, watching her little boy running down the street.

And then, turning to father she says, "I always worry till he is safe inside the school-house door."

But once safely inside that door, Willie is supposed to be out of danger for the next six hours at least. Unthinking parents never stop to consider the daily fire menace that exists in school buildings.

You have a hazy idea that school buildings are safe because somebody told you so. "Fire drills" and "fire escape" sound safe enough—

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mysterious out-of-the-way places, and smolder along unnoticed in a vacant room or closet. Then suddenly there comes a terrible roaring and in a few moments the whole building bursts into flame.

Investigate conditions in your school yourself. Don't let anyone assure you that your school is safe enough till you understand what that safety means. Don't fool yourself because the doors open outward and the stairway is of iron.

You could provide a dozen, yes fifty minor "safeguards" and only find when the schoolhouse is burned up, that all these superficial methods of protection will never accomplish one-tenth of what the Grinnell Automatic Sprinkler System will. The Automatic Sprinkler system equals a hundred firemen right there, always on the job.

As soon as a fire starts in any place in the building, these automatic firemen come into action and drown the fire before it becomes a menace.

Read—"Fire Tragedies and Their Remedy"

Parents, trustees or officials will find in "Fire Tragedies and Their Remedy" the unvarnished truth and a path of imperative social service. Write for it today. Address General Fire Extinguisher Company, 291 West Exchange Street, Providence, R. I.

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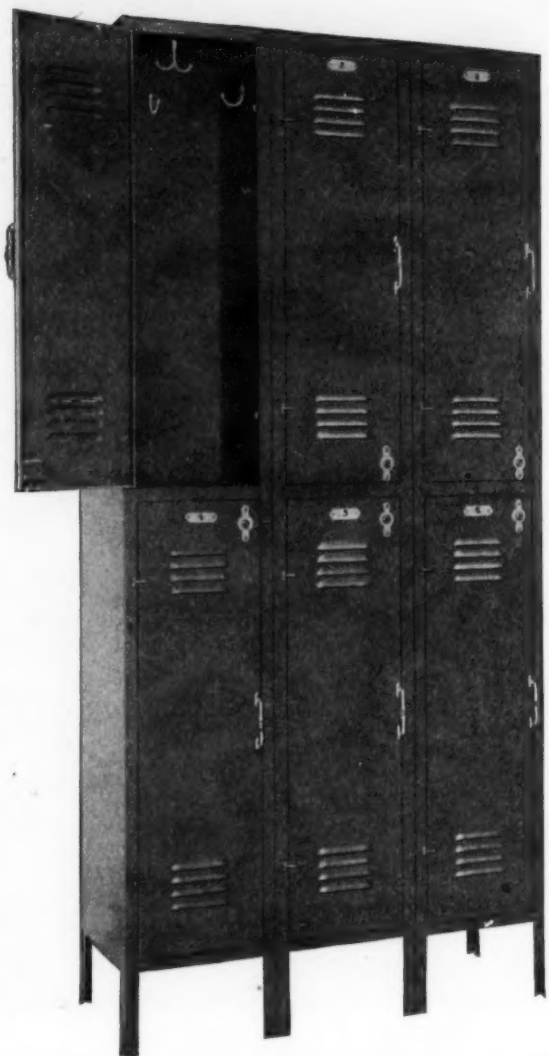
They are fireproof, staunch, as permanent as the school building itself. Durability is given the utmost consideration even in the minutest details.

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NEW RULES and REGULATIONS

REGULATIONS FOR SCHOOL BOARDS AND SUPERINTENDENTS.

The State Board of Education for New Hampshire is giving indications of its intention of serving the schools of the state by energetic treatment of local school needs. The board, on May 21st, adopted three sets of regulations which determine quite clearly the respective powers and duties of local school boards and of superintendents of schools and fixes their relations. The rules are worth studying in any community because they involve clearly the principles of school administration which underlie all successful school board work.

The rules relating to the powers and duties of school boards are as follows:

1. The school boards shall determine the salary and term of employment of all teachers and shall elect them upon nomination by the superintendent. If they reject any nomination they shall require the superintendent to make further nominations.
2. They shall employ janitors and other employees required for the proper operation of the schools, determine their salaries and terms of employment and prescribe their duties.
3. They shall authorize all purchases.
4. They shall make suitable provision for the accommodation of pupils in approved schoolhouses and for proper transportation and shall provide that all schoolhouses and outbuildings are kept in a clean and proper condition.
5. They shall seasonably prepare a budget of school expenditures and before September of each year make suitable assignments of the school money to the various needs of the schools. In state aided districts accounts shall be kept as

the state board shall require and shall be open at all times to the inspection of the superintendent or any other officer of the state board.

6. They shall hold meetings for the transaction of business at least once in two months and shall require the attendance of the superintendent. The secretary shall keep a written record of each meeting.

7. They shall exercise all powers and perform all duties vested in and imposed upon the school board by law or regulations of the state board which are not committed to the superintendent or by them expressly delegated to him.

The rules relating to the superintendent dovetail into the rules just quoted above and supplement them. They read as follows:

Rules for Superintendents.

1. The superintendent of schools of each union shall be nominated by the joint board of the union and employed by the state board of education. He shall give his entire time to the performance of the duties prescribed by law and by the regulations of the state board. Assistant superintendents shall be employed in the same manner and shall devote their entire time to the performance of the duties delegated to them.

2. He shall enforce or cause to be enforced the rules of the school board, the regulations of the state board and all laws relating to the school attendance and employment of children and illiterates. He shall report to the proper officers violations of the laws of the state or of the regulations of the state board relating to the administration of the public or private schools or affecting the welfare of children.

3. He shall direct and supervise the work of all teachers and janitors and shall have all powers necessary to make such direction effective.

4. He shall nominate all teachers in accordance with the law and the regulations of the state board, subject to such rules governing salary, term of employment, etc., as the school board shall determine.

5. He shall select and purchase textbooks and all other scholastic apparatus and supplies in accordance with the regulations of the school board and the state board and see that the same are suitably distributed to the schools, accurately accounted for and economically used.

6. He shall keep such records and make such reports of his doings, the condition of the schools and the financial standing of the districts as shall be required by the school board or the regulations of the state board.

7. He shall remove any teacher or other employee of the district found by him to be immoral or incompetent, or who shall not conform to the regulations prescribed by the state board of education under section 5, chapter 106, laws of 1919, or by the school board in accordance with P. S. 92, section 4, as amended by chapter 59, laws of 1905, subject to the provisions of section 12, chapter 106, laws of 1919.

8. He shall provide for temporary vacancies in the teaching force and shall have authority to secure fuel or other supplies immediately needed for the operation of the schools, if the school board shall fail to provide them.

Building Rules.

The state board has also adopted a set of rules relating to the approval of school buildings. Before adopting these rules, which are temporary and are intended to apply to the school year 1919-20 only, the board discusses the general proposition of a statewide policy for the regeneration of the school plant. The matter is still under consideration, however, and if carried out as originally discussed, would mean that all school buildings in the state would be subject to removal or discontinuance unless they met certain minimum requirements set up by the state board. Such buildings as could be renovated to meet the requirements would be permitted to be continued but where improvements were impossible, the erection of new school buildings would be necessary. Such a policy, if promulgated, would be entirely new in the annals of state control of schools.

The rules adopted for the year 1919-20 are as follows:

1. Lighting shall be principally from the pupils' left and rear and no windows shall be permitted in the front of any schoolroom. The ratio of window area to floor area shall be not less than one to five. Ceilings shall be white or light cream color, and curtains of a light tint shall be provided wherever needed.

(Concluded on Page 68)

SCHOOL-ARCHITECTS'-DIRECTORY

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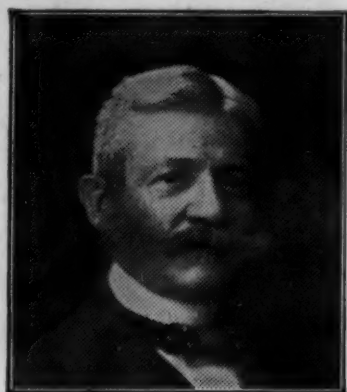
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IN our close contact with the progress in the construction of school buildings it has been very evident that a means of establishing a closer relation between school officials and the architect specializing in school construction would render a valuable service in the development of school architecture.

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(Continued from Page 66)

2. Equipment for heating must be adequate to furnish a minimum temperature of 68° and some provision must be made for ventilation without direct draft on the pupils.

3. Floors must be in good condition and oiled or swept with some dust-laying compound. Walls must be in good repair and painted some light color. Papered walls have only temporary approval.

4. Toilets must be decent and in sanitary condition. They must be located in buildings free from obscene markings and furnishing proper privacy. The vaults must be fly-proof and properly ventilated. The seats should be provided with covers and in the boys' toilets a double seat or urinal should be provided. Single toilets for both sexes will not be approved except for small schools and then only if their entrance is from the schoolroom only.

5. Water for drinking must be provided in properly covered receptacle with faucet or bubbler. Facilities for washing hands must also be provided. Common towels or drinking cups are prohibited by the regulations of the State Board of Health.

6. Every schoolhouse must be provided, as required by law, with a flag and the proper means for displaying it.

7. This list of minimum requirements for temporary approval is intended to cover only such changes as are required to make schoolhouses decent and safe for children and in many cases will be less than has been already done. Full regulations for the permanent approval of schoolhouses will be prepared and placed in the hands of school boards before the budgets for the next school year are made up. These regulations will require the adoption of a progressive plan of schoolhouse betterment.

8. It is the duty of the school board to see that all schoolhouses are properly cleaned and that they are kept in clean and sanitary condition by suitable janitor service. Vaults should be cleaned at least twice each year and some effective deodorant provided for constant use. Proper care of school buildings is as essential to their approval as their construction.

NEW RULES AND REGULATIONS.

The school board of Worcester, Mass., has adopted revised rules governing the no-school signal for the suspension of school sessions. The rules as amended, read:

In case of very stormy weather, the superintendent may suspend the high schools for the session and the elementary schools for a part or the whole of a day.

The signal for no school for the single session of the high and preparatory schools and for the morning session of the other elementary schools is the number 3-3-3 (333) struck twice on the fire alarm bells at 7:30 o'clock a. m. The same signal struck at 8:15 o'clock a. m., will close the elementary schools, with the exception of the preparatory schools, for the morning session. For no school in the afternoon, for the regular elementary schools, the same signal will be struck at 1:15 o'clock p. m.

* The school board of Atlanta, Ga., has adopted revised rules and regulations governing the new merit system for teachers. Under the new plan, provision has been made for grouping teachers on the basis of years of service and adaptability. Salaries for principals and high school and grammar grade teachers are to be fixed on a graduated basis, with fixed minimum salaries and automatic increases for the second, third and fourth year of service, except in the honor group.

A section has been added to the rules under which a teacher who is absent from a regular conference, otherwise known as normal, shall forfeit one day's pay. An exception is provided for good and substantial reasons. A leave of absence not exceeding three days, with full pay, may be given in the case of a death of a near relative or of any relative living in the home. Teachers who are tardy from fifteen minutes to one hour in arriving at their classrooms, or who are tardy at a teachers' meeting, are liable for one-fourth day's pay.

Sapulpa, Okla. The school board has adopted a rule providing that married women with husbands, shall not be reappointed to teaching positions for the next year. The rule affects those former teachers who returned to the schools during the war and those who married soldiers.

NEWS OF SCHOOL BOARD OFFICIALS.

George Garton, who was recently appointed secretary of the school board at Des Moines, Ia., has refused the office.

Joseph Lee, formerly a member of the Boston school committee and president of the Playground and Recreation Association of America, has been appointed president of the Community Service, Inc., an organization which is to take the place of the War Camp Community Service. The organization plans to retain certain features of the war camp service which have proved most worth while as permanent assets of each community. The community work is to be supported by state, county, city and town taxes and has already been introduced in a number of New England cities.

Lieut. Col. Guy Brewer has been named by the board at Des Moines, Ia., as secretary of that body. Harold E. Phillips, another soldier, has been elected truant officer, with the combined duties of the truancy and child labor supervision.

Lewis B. Jones, who recently returned from military service in Europe, has been re-elected to his position as superintendent of heating of the Boston schoolhouse department.

Elgin, Ill. Mr. William Jarrett has been re-elected as supervising engineer at a salary of \$140 a month, and Mr. J. M. Manley as secretary at a salary of \$115 a month.

Samuel D. Jones, business director of the schools at Louisville, Ky., who was in military service during the past year, has been promoted to Major in the U. S. Reserve Corps. Mr. Jones recently returned to his school duties.

Mr. Anning S. Prall of Staten Island, New York, has been elected president of the New York City board of education to succeed Mr. Arthur Somers.

Mr. A. R. Davis of Kenedy, Tex., has been elected superintendent of schools at Floresville, to succeed W. B. Toone.

The fiftieth anniversary of the election of Thomas W. Bicknell as commissioner of schools for Rhode Island was observed on June 7th in connection with the semi-centennial of Rhode Island Education. The exercises were held at the Rhode Island Normal School and an address was made by Commissioner Walter E. Ranger.



Measures of Musical Talent

By Prof. C. E. Seashore

The "Measures of Musical Talent," prepared by Professor C. E. Seashore, Head of the Department of Philosophy and Psychology, and Dean of the Graduate School of the University of Iowa, are now available in the form of Phonograph Records.

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The numbers and names are as follows:

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|--------|--|
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| A 7538 | { Measures of Musical Talent, Sense of Time, No. 3A. |
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| A 7539 | { Measures of Musical Talent, Sense of Consonance, No. 4A. |
| 12 in. | { Measures of Musical Talent, Sense of Consonance, No. 4B. |
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Perhaps many of the pupils who will attend that new school you are planning will have far to go—too far to go home to lunch. That means they'll have to eat cold lunches or buy their lunches near school. And that generally means a lunch on ice cream, candy and other sweets—foods that satisfy but do not build.

Doubtless that new school will have a domestic science department. Why not install a school lunch room, supplying food from the domestic science kitchens? This is the practice in many modern schools. The small fees paid by pupils for lunches often defray all domestic science department expenses. During vacation months is an ideal time to install the same plan in old schools.

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SANI ONYX METAL



SCHOOL AND INDUSTRIAL LUNCH ROOM EQUIPMENT

PERSONAL NEWS NOTES.

Supt. Arthur F. Harman of Selma, Ala., has been re-elected for the year commencing July first at a substantial increase in salary. Supt. Harman is entering upon his twelfth year of service with the Selma schools.

Mr. Omer Carmichael, principal of the high school at Selma, Ala., for the past three years, has become superintendent of schools at Talladega.

Mr. J. T. McRuer of Belmond, Ia., has been elected grammar school superintendent at Glendale, Ariz., at a salary of \$2,500 per year.

Mrs. John W. Hall has been elected by the school board of Cincinnati, O., to take the place of her husband during the remainder of the school term. Dr. Hall who is a member of the faculty of the College for Teachers, is recovering at the hospital from an operation.

Mr. M. E. Ligon, principal of the Senior High School at Lexington, Ky., has been elected superintendent of schools at Henderson to succeed J. W. Welch, resigned.

Supt. G. W. Beswick of Poplar Bluff, Mo., has been re-elected for another year at a salary of \$2,600.

Miss Elizabeth Allen of Hoboken, N. J., founder of the teachers' retirement fund of New Jersey, died May 3rd at River Lawn Sanitarium, Paterson, after an illness of seven months. Miss Allen first became ill in October when she was stricken with an attack of angina pectoris and death resulted from a complication of troubles.

Miss Allen was born in Joliet, Ill., and received her training at the State Normal and Model School at Trenton from which she was graduated when slightly over 17 years of age. Her first teaching position was in Atlantic City and from there she went to Hoboken in 1871, where she taught continuously until last October. At the time of her death she was just completing a half century of active service.

Miss Allen was for fifty years an active member of the New Jersey Teachers' Association and was one of two life members, the only remaining one consisting of Supt. Maxson. She was the founder of the Teachers' Retirement Fund De-

partment of the Association and its general secretary from that time till the end. She initiated and was chiefly instrumental in having enacted into law the New Jersey Teachers' Tenure of Service Law, the only state-aid enactment of this nature. She was also responsible for the Teachers' Emergency Committee whose function was to financially assist teachers who were in need of temporary assistance. Miss Allen's last and most notable victory was to secure in the recent legislation reorganizing and merging the Teachers' Retirement Fund with the State Half-Pay Pension, confirmation of all existing annuities and pensions.

Miss Allen was known as an energetic and conscientious worker, a faithful friend and a generous benefactor to all who came to her for assistance.

Supt. Walter L. Mason of Boothbay Harbor, Me., has resigned to accept a high school principalship in New Hampshire.

Mr. Arthur S. Merrill, who has been serving for the past few months as superintendent of the Mexico, Me., school union, has resigned to enter Y. M. C. A. work in Kennebec County. Mr. Merrill is succeeded by Mr. John J. Howard.

Supt. J. F. Allison of Orange, Mass., has resigned to enter business.

Supt. Henry W. Harrub of Taunton, Mass., has resigned after fourteen years of service.

Supt. M. O. Edson of Montague, Mass., has been elected for his second term. Mr. Edson recently succeeded Mr. Francis Brick who has entered the Y. M. C. A. service.

Mr. A. W. Varney, formerly superintendent of schools at Burlington, Vt., will have charge of the supervision of rural schools during the next year. The principal of the high school will act as supervisor of the graded schools in the village of Bennington.

Supt. T. E. Hook of South Haven, Mich., has been elected to a similar position at Troy, Ohio, to succeed Chas. W. Cookson, who goes to Franklin Co., Ohio, as county superintendent.

Mr. H. N. Stiles has been elected superintendent of schools at Anamosa, Ia.

Mr. F. R. Harris, principal of the McClain High

School, Greenfield, O., has been elected superintendent of schools to succeed E. W. Patterson.

Mr. J. R. Lang of Brookings, S. D., has been elected superintendent of schools at Lake Park, Ia.

Supt. E. R. Beck of Junction City, O., has been re-elected head of supervisory district No. 4, at Junction.

Supt. L. N. Drake of Chagrin Falls, O., has been re-elected for his fourth term.

Supt. John S. Clark has been appointed as head of the new city and township school system of Waukegan, Ill., and Mr. I. L. Rogers has been named as head of the high school.

Supt. H. J. Beckemeyer of Hillsboro, Ill., has been re-elected.

Mr. J. C. Trent of Flora, Ind., has been elected superintendent of schools at Young America.

Ernest W. Butterfield, who under the former state law, acted as State Superintendent of Public Instruction, has been appointed Commissioner of Education under the new law which recently went into effect in New Hampshire. Mr. M. S. Brooks has been named as deputy commissioner.

Mr. D. Lyman Wormwood of Bangor, Me., has been re-elected for his eighth term as head of the schools.

Mr. W. W. Holliday of Gary, Ind., has been elected superintendent of schools at Lebanon.

Mr. John C. Reeder of Geneseo, Ill., has been elected superintendent of schools at Dixon for the next year.

Supt. H. A. Carrol has been re-elected as head of the schools of Lawton, Okla.

Supt. A. C. Lewis of Amite, La., has resigned to become assistant to State Supt. T. H. Harris of Louisiana. Mr. W. A. Sisemore, principal of the Amite high school, succeeds Mr. Lewis as superintendent.

Mr. J. P. Battenburg of Atoka, Okla., has been appointed as president of Northwestern State Normal to succeed A. S. Faulkner, and W. T. Ford of Edmond has been named to succeed G. W. Gable at Northeastern Normal.

Mr. J. Stanley Brown, Superintendent of the Joliet Township High School, at Joliet, Ill., has been appointed president of the Northern Normal

(Concluded on Page 73)

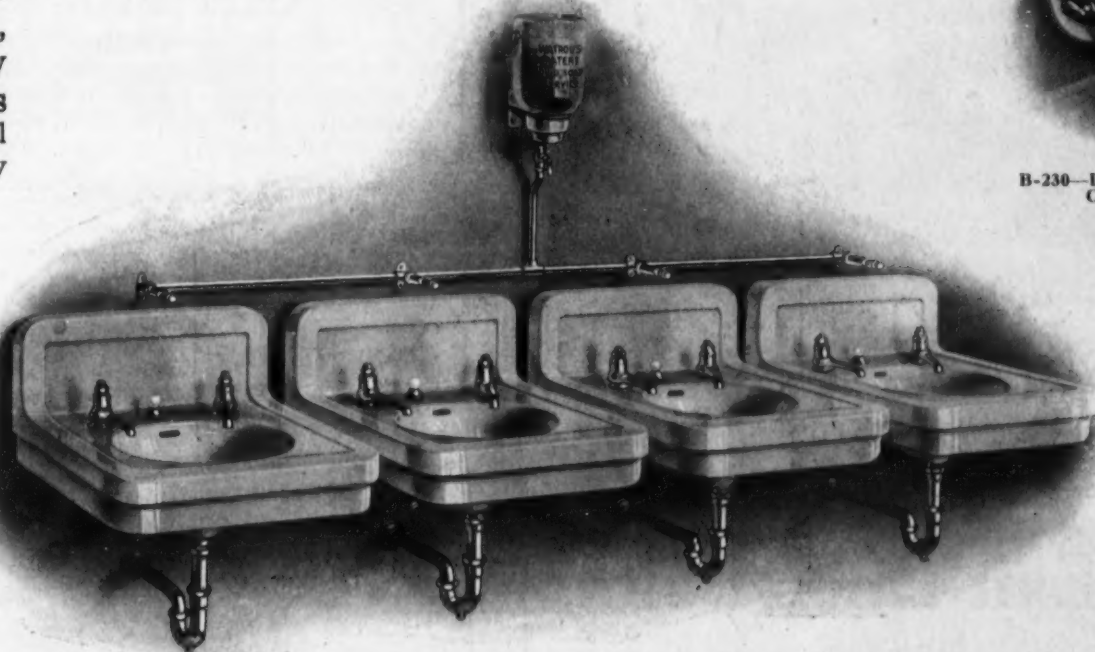
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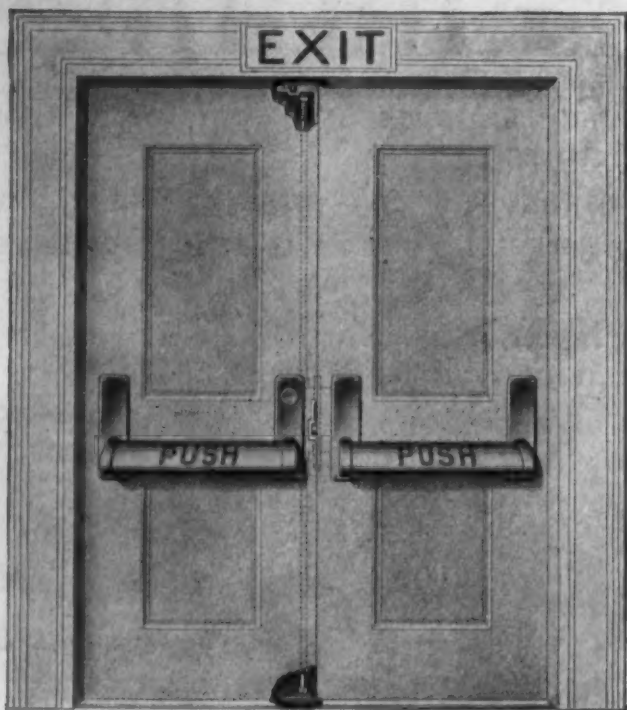
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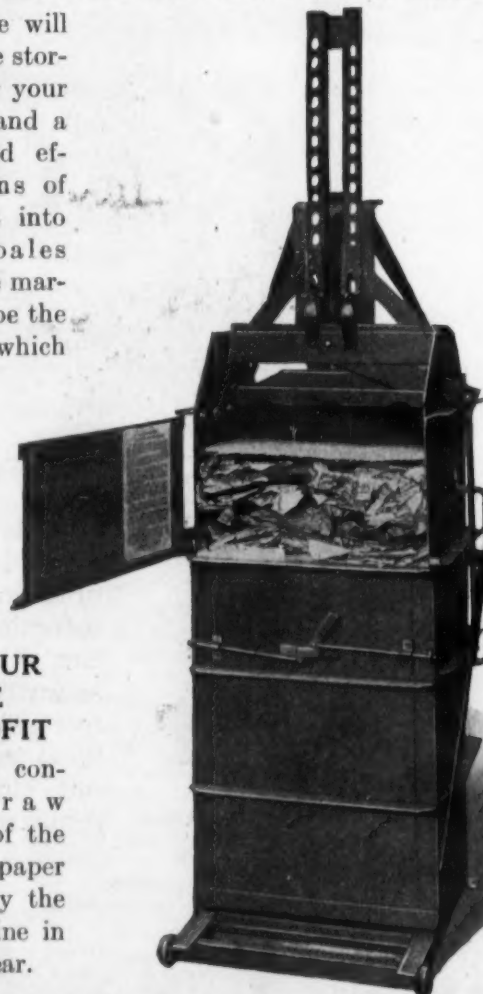
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No water storage tank. Pump located in the well itself, is operated by compressed air—and water is delivered direct from the well. Water from the cold tap is always of even well temperature.

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::

Milwaukee, Wis.

(Continued from Page 70)

School at DeKalb. Mr. Brown succeeds Dr. John W. Cook who has been named as resident lecturer for the Normal School at a salary of \$2,500.

Supt. Robert C. Smith of Pekin, Ill., has been re-elected for the next year.

Supt. T. R. Roberts of Independence, Ia., has been re-elected for a two-year term, at a substantial increase in salary.

Mr. Ray Thornton of Tobias, Ind., has been elected superintendent of schools at Oxford.

Supt. Carroll R. Reed of Rockford, Ill., has been re-elected for the next year.

Mr. W. B. Toone of Floresville, Tex., has been elected superintendent of schools at Lampasas.

Mr. E. B. Gardner of Sapulpa, Okla., has been elected superintendent of schools at North Little Rock, Ark., to succeed John H. Hinemon.

Mr. D. Newberry, principal of the high school at Stevens Point, Wis., has been elected superintendent of schools at New London. Mr. Newberry is succeeded by Mr. L. R. Klinger.

Mr. John H. Payne of Midway, Ky., has been appointed superintendent of schools at Richmond.

Mr. R. H. McIntosh of Ludington, Mich., has accepted the superintendency at Green River, Wyo.

Mr. E. S. Selle of Sheldon, Ia., has been unanimously elected superintendent of schools at Mankato, Minn.

Earle A. Childs, for four years superintendent of schools at Henderson, Ky. During Mr. Welch's incumbency the school plant has been enlarged and improved, new departments have been added and the enrollment has grown from 150 to 300 students.

Mr. J. W. Welch has resigned as superintendent of schools at Henderson, Ky. During Mr. Welch's incumbency the school plant has been enlarged and improved, new departments have been added and the enrollment has grown from 150 to 300 students.

Mr. E. J. Taylor has been appointed superintendent of schools at Hankinson, N. D. Mr. Taylor was at one time state superintendent of schools and for the past several months has been

engaged in vocational training work for the government.

Mr. J. H. Hay, formerly superintendent of schools at Thief River Falls, Minn., has been appointed assistant state commissioner of agriculture at a salary of \$3,000. Mr. Hay makes his headquarters at St. Paul.

Mr. Samuel W. Baker, superintendent of schools at Manistee, Mich., for the past twenty years, died at his home on May 29th after an illness of three weeks. Mr. Baker was 70 years of age.

Superintendent Geoffrey F. Morgan has been reelected at Athens, Ohio, for a two-year term, at a salary of \$2,500.

Mr. H. R. Albert has been appointed superintendent of schools at Dewey, Okla., to succeed Mr. Peak.

Mr. R. F. Burt has been appointed superintendent of schools at Medford, Okla.

Mr. E. C. Woodburn of Aberdeen, S. D., has been appointed president of the State Normal School at Spearfish to succeed F. L. Cook. Mr. Woodburn was for the past five years vice-president of the Northern Normal and Industrial School.

The salary of Supt. J. H. Beveridge of Omaha, Neb., has been raised from \$6,000 to \$7,500.

Mr. E. D. Cave, assistant clerk of the board at Muskogee, Okla., has been elected clerk, to succeed Fred Maddin.

Supt. H. G. Russell of Beardstown, Ill., has been reelected for another year at a salary of \$2,400. Mr. Russell enters upon his tenth year at Beardstown.

Mr. C. N. Peak of Vinita, Okla., has been elected superintendent of schools at Guthrie.

Supt. A. F. Schultz of Alma, Mich., has resigned to accept a position with the National Educational Bureau at Ypsilanti.

Patrons of the Athens, Ohio, schools enjoyed a unique commencement address in June, when superintendent G. F. Morgan gave an illustrated lecture on "What's Going On In the Athens Schools." The forty slides shown were made from pictures taken especially for the purpose, and included every phase of school activity, both indoors and out. A small admission fee was charged to meet the cost of making the views and slides.

Mr. John L. Brodhead has been elected assistant superintendent of schools at Boston, Mass. Mr. Brodhead succeeds Frank V. Thompson who was elected superintendent a year ago.

Mr. S. W. Johnson of Oelwein, Ia., has been elected superintendent of schools at Brookings, S. D. Mr. Johnson is a graduate of Drake University and has been at Oelwein for the past six years.

Supt. W. D. Riggs, of Cass City, Mich., died at his home during the latter part of April, after an illness of several weeks. Mr. Riggs was 51 years old.

A. E. Johnston of Graettinger, Ia., has been elected superintendent of schools at Luverne.

E. M. Sipple of Moberly, Mo., has been elected superintendent of schools at Burlington, Ia.

Bonner Frizzell has been elected superintendent of schools at Palestine, Tex.

Supt. G. W. Beswick of Poplar Bluff, Mo., has been reelected at an increased salary of \$2,600.

Supt. W. C. French of Drumright, Okla., has been reelected for a three-year term, at a salary of \$4,000. Supt. French is entering upon his third year as head of the school system.

Mr. Don Harrington of Big Rapids, Mich., has been elected superintendent of schools at Albion for a three-year term. He succeeds Mr. L. W. Fast who has gone to Mt. Clemens.

Supt. F. H. Warren of Fostoria, O., has been reelected for a two-year term, at a salary of \$3,000 per annum.

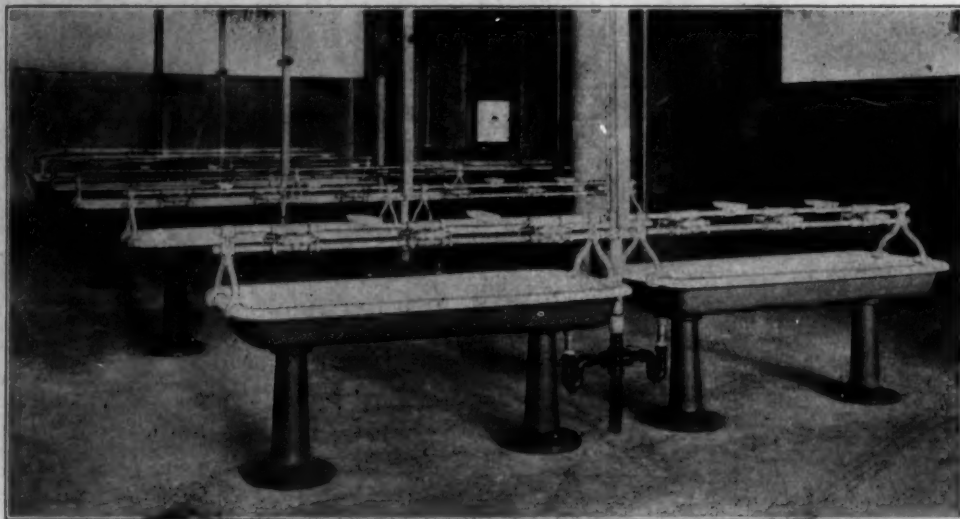
Superintendent H. H. Edmunds of Clinton, Ill., was reelected for the 13th time at an increase of salary of \$250.00 a year, bringing it up to \$2,500.00. This summer he will serve for the 11th term as an extra teacher in the summer session of the Illinois State Normal University, teaching Arithmetic Methods.

Supt. P. O. Riley of Manteno, Ill., has been reelected at a salary of \$2,500 per annum.

Supt. W. H. Nye of Billings, Mont., has been reappointed for his third consecutive term as a member of the Montana State Board of Education. The term which is for four years dates from February first.

Mr. H. A. Bone has been re-elected principal of the high school at Sioux City, Ia., with an increase of salary from \$3,200 to \$3,500.

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BUILDING AND FINANCE.

Waltham, Mass., has appropriated \$215,000 for the erection of a Junior High School Building, and \$162,000 for the erection of a grammar school. The former will contain sixteen classrooms, assembly hall, gymnasium, lunch and manual training rooms, shops, domestic science rooms and dental rooms. The latter will provide twelve classrooms, two kindergarten rooms, an assembly hall, manual training and domestic science rooms. Work on the foundations of the buildings will start July first.

Raton, New Mex. A gymnasium building has been completed at a cost of \$3,200.

Selma, Ala. The board has erected three elementary schools during the period covered by the war. The buildings were built and equipped at a cost of approximately \$76,000.

The city of Selma, Ala., has voted a tax of three mills to be devoted exclusively to school purposes.

Dubuque, Ia., has voted additional bonds to the amount of \$250,000 for the erection of a new high school. The present bond issue is in addition to the previous one of \$465,000, making a total of \$715,000 available for the structure. The additional funds were necessary due to the increased cost of building since the project was first undertaken previous to the entrance of the United States into the war.

An investigation has been begun at Joliet, Ill., into the reasons for the high cost of administration at the Joliet Township High School. The total cost of superintendence is estimated at \$17,500 divided between the superintendent, principal, vice-principal, dean of women, clerk of the board, and three stenographers. It is found that the administration cost has increased fourfold with an increase in enrollment of less than eight hundred pupils. It is proposed as a remedy that the office of superintendent of the high school be eliminated and that one superintendent be elected for the entire school system, with a saving of \$5,500 annually.

The Chicago public school system faces a deficit of \$6,283,724 with the close of the present school year, according to estimates furnished by the

secretary. This amount represents about \$3,000,000 in excess appropriations and \$3,000,000 remaining from the "solid six" administration. An increase in the tax levy from \$1.20 to \$1.75 or \$2 is proposed as a means of eliminating the deficit.

The citizens of Portland, Ore., at a recent election, voted a special tax levy of \$531,000 for increases in teachers' salaries. According to an agreement previously made, the board will give to each teacher a \$400 bonus for the year 1918-19. The movement which was the second attempt of the teachers to win increases, was supported by the Citizens' Educational League who made a determined fight for the increase.

Canton, Ohio, on June 17th voted on the question of a bond issue of \$1,425,000 for the completion of the new McKinley high school and for the erection of a new building in the northwest, the northeast and the southeast sections of the city. A number of portable buildings are at present in use for the accommodation of overflow classes.

It is considered unlikely that the proposed amendment to the St. Paul charter providing for the elimination of the \$6 per capita restriction on school maintenance funds will be given the right of way over the question of returning to the old school board plan, in the opinion of school authorities. More than 3,500 signatures have been attached to petitions demanding a special election for deciding the question of increased school maintenance funds.

In support of the request for funds, the school authorities of St. Paul have compiled a report showing the tremendous increase in expense during the past four years for salaries, supplies and stationery, operation of school plant, maintenance of school plant, outlays and sundry expenses. Four main reasons are given for the increase, namely, the improvement of the physical plant, the growth of the city with increased school costs, rising prices for supplies and service, grade rearrangements resulting in increased teaching force and salary costs, and increases in salary.

Denver, Colo., has begun a campaign for the issuance of \$8,000,000 in bonds for the operation of a complete building program. The program calls for the erection of three new high schools,

improvements and additions to the Manual Training High School, six new junior high schools, and thirteen elementary schools.

York, Pa. Instruction for students in the high school cost the city \$6.42 a month during the last term and the total expense for the nine months amounted to \$54,843.

New York, N. Y. A special investigation is to be made of the bureaus, departments and persons employed in connection with the Department of Education with a view to placing the department on a businesslike basis. The investigation is to be of a constructive character and is to include recommendations for changes and improvements looking to the establishment of a model educational system. An appropriation of \$25,000 has been requested to cover the expense of the investigation.

Cincinnati, O. The Union Board of High Schools has received a gift of \$2,500 from the executors of the estate of Francesco N. Gamble for the founding of the William Gamble Nast Memorial Scholarship at Woodward High School.

Supt. O. L. Reid of Louisville, Ky., in compiling the costs for textbooks used in the schools, shows that the difference in cost during the eight years in the grades amounted to \$1.52 and embraces two items, a spelling book at 36 cents and a science book at \$1.15, leaving one cent increase. Omitting four schools with special science classes, the aggregate increase would be 37 cents for eight years, or less than five cents a year.

RESERVE ROOMS EARLY.

The dates for the Cleveland convention of the Department of Superintendence have been announced as February 24 to March 1, 1920. The Hotel Cleveland will be official registration headquarters.

It is urged that superintendents and others who expect to attend the convention make early reservation of hotel space. Cleveland, in common with other large cities, is experiencing an unprecedented demand for hotel accommodations due to post-war conditions and reservations made long in advance are imperative.

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Beery System

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Does not produce heat stagnation.

Insures an air change constantly through all parts of room.

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No influence of glass exposures or window chill even when very close to windows.

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Sustains the energies and improves the discipline of pupils and does not devitalize the air.

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THE very spirit of the American people and American life during the war was reflected in the schoolroom.

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To many a schoolmaster came convincing proof that the school will relate itself to real life to fulfil its highest mission.

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During your vacation why not study motion pictures and how they may help in your school? Get hold of the principle of educational value that governs the interest of children in motion pictures.

Two masters of observation were Newton and Galileo. One watched an apple fall and discovered the law of gravitation. The other watched the heavens and saw that the earth moves.

Train the powers of observation of school children by motion pictures, and you will develop their power of thought.

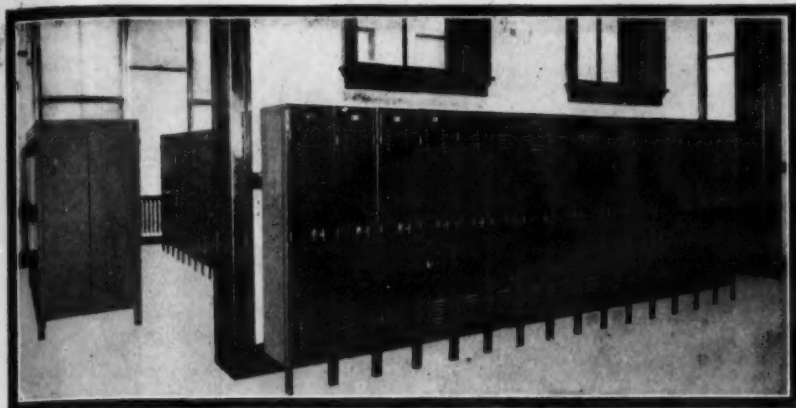
This can be done where the teacher has the closest co-operation of the best selected film service.

We wish our friends who are educators to study our methods of teaching through motion pictures by visiting the Community Motion Picture Bureau in New York and seeing our methods. Write or visit the Home Office at 46 West 24th Street, New York City.

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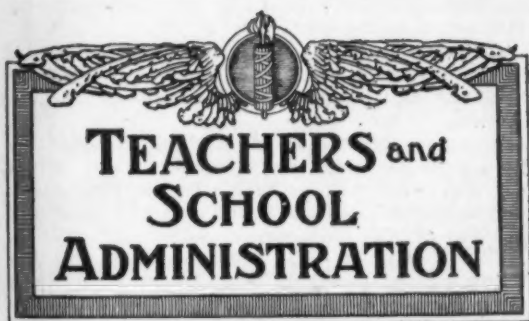
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MAINE URGES EARLY ELECTION OF TEACHERS.

As a result of the rapid discharge of men from service a considerable number who were formerly holding teaching positions in Maine have come back. Many of the men have written to the State Department seeking opportunities to re-enter the school system. Unfortunately the number of positions which appeal to these men by reason of salary and other conditions, is very small indeed and it has been disclosed that a number have been attracted away from the state because of higher salaries and better conditions.

The Maine Department of Education has urged that superintendents of schools endeavor to get in touch with men returning from service as early as possible in order that vacancies calling for qualified men in high schools or academies may be filled. It is pointed out that these men are anxious to find work and to become permanently located but unless they are sought out and offered positions at salaries commensurate with their training and experience, they are likely to go elsewhere at the first opportunity.

The department also comments on the unrest among teachers in all grades of schools. In attempting to analyze the causes, the department finds several factors at work. One which appears to be of considerable importance is the delay on the part of committees in making their elections. This delay gives rise to an impression on the part of the teacher that she may or may not be re-

elected and because the committee has not made clear to her the rating of her work, she has no assurance that the committee may not see fit to fill her place by the election of some one else. Another factor is the failure on the part of the towns to provide a definite increase in salary based upon satisfactory service. Teachers naturally look for higher salaries and for more desirable places as to location and kind of work. This should be met by financial recognition for satisfactory service and the consideration of such an increase should be known early by the teachers.

Not a little of the unrest among teachers has to do with the activity of agencies whose profit comes thru changes that are effected in the teaching force. This and other kinds of advertising of positions tends to create a feeling of dissatisfaction with conditions on the part of the teachers. No teacher should be discouraged from accepting a better position at a higher wage but it is highly desirable that the teaching force of any community should be contented and loyal by reason of the fact that they are receiving due recognition for their services and compensation to the extent of the ability of the city or town in which they work. It is urged that a serious effort be made on the part of all who have to do with the hiring of teachers to anticipate the reasonable demands of the teaching force; to recognize efficiency in service in a suitable manner and thereby increase the efficiency of the service.

The department calls especial attention to the work of the State Registration Bureau for Teachers which serves as a clearing house for teachers and superintendents. The service which the bureau can render depends upon the number of teachers who avail themselves of the opportunity to register and upon the number of requests by superintendents for help. A large number of teachers who have registered have been placed but the bureau seeks a large number of teachers for registration. The bureau seeks to serve both superintendents and teachers by bringing them together thru the information available and to this end seeks especially teachers who are not permanently located and who are seeking desirable teaching positions.

HYGIENE AND SANITATION.

Bellows Falls, Vt. The board has employed a school nurse.

Ottawa, Ill. A school nurse has been employed for the next year.

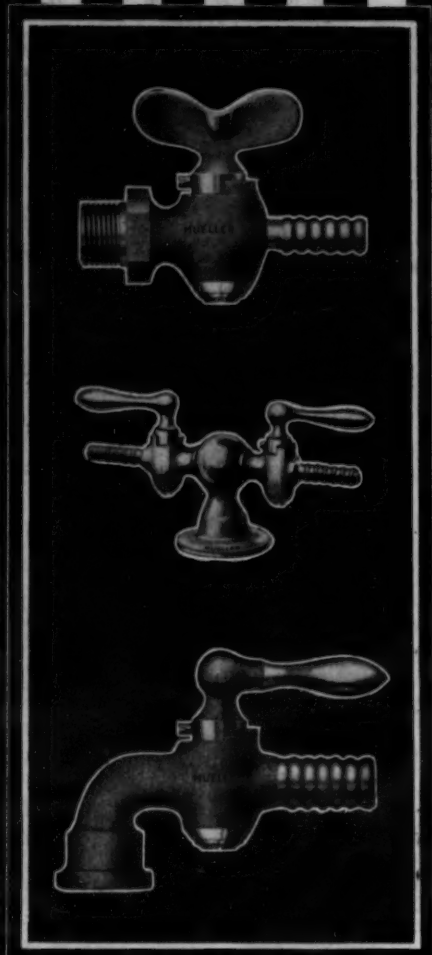
St. Paul, Minn. A hospital room is to be established in the Gordon School where children can be given first-aid in cases of accident or sudden illness. The room has been made possible thru the proceeds of a photoplay given under the auspices of the mothers' club of the school.

The Division of Educational Hygiene of the New York City Department of Physical Training has called the attention of the principals to the necessity of giving teachers additional instruction in conducting tests for the establishment of standards in nutrition and growth. It is the purpose of the department that children with defective nutrition shall be correctly detected by the teachers and referred to their physicians for diagnosis and correction of physical defects. Such children are to be assembled into groups for special instruction in health education, namely, diet, sleep, fresh air, exercise.

In establishing the standards, it is proposed to consider the relation of weight to height, annual gain in weight and height, and general appearance of child.

To detect cases of defective nutrition, teachers are required to make a selection of children whom they believe to be suffering from defective nutrition and to note the general appearance of the child. Teachers are to judge of malnutrition from the standpoint of general appearance, taking into consideration such points as excellent, good, fair and poor.

In a careful study of age-grade statistics as related to health of school children, Dr. W. A. Evans, in a recent communication, points out that less than one-half of the school population of Chicago is in the normally graded group. He shows that of 234,904 children, 129,481 are in the normal grades, or the grade to which they should naturally attain in regular progress thru the schools. Thirty-four thousand nine hundred and seventy-three pupils are accelerated, for instance, in the fifth grade at 9 years of age, 72,148 are



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retarded one year and 47,302 are two or more years retarded.

In discussing the prevalence and causes of retardation, Dr. Evans refers to a publication on grade progress issued in 1916-17 in which the author sought the cause of retardation in all cases where the child is two or more years behind the proper grade for age. In the judgment of the teacher 2.4 per cent were behind because of purely physical defects. This did not include 2.4 per cent backward because of poor sight or 1.2 per cent backward because of poor hearing. The teachers gave but a single cause in instances where there were two or more reasons for the retardation so that health was rated lower than its true value. The expected tendency would be to overrate the factors and the poor mentality groups as being obvious and to underrate the other groups.

Dr. Evans points out that in studying the report, it is evident that practically all the poor showing due to "foreign," meaning inability to comprehend English, easily disappeared by the fifth grade. After that the "foreign" made a better showing than the "natives." It was also shown that the retarded children furnish a large part of those who fail to finish the grades and therefore add to the cost of education.

TEACHERS' SALARIES

(Continued from Page 61)

Minneapolis, Minn. The teachers have disapproved the recent action of the board granting increases of \$15 a month for a period of fourteen months from September, 1919, to Jan. 1, 1921. The teachers hold that they are entitled to the flat increase of \$200 originally asked on the basis that they were instrumental in obtaining the extra tax levy. In support of its action, the board points out that no funds are available before 1920 for increases and that it is impossible to borrow sufficient funds in anticipation of revenues not yet called for by the tax levy.

Rainier, Ore. The board has adopted a minimum of \$810 and a maximum of \$900 after three years' service for grade teachers. High school teachers are given a minimum of \$900 and a maximum of \$1,080 after three years' experience.

Dubuque, Ia. The teachers have been given a

bonus of \$100 each and an increase of \$250 in salary.

Los Angeles, Cal. The board has adopted a salary schedule for teachers amounting to \$1,000,000 a year. The increases range from \$120 to \$270 and \$320 a year, the vice-principals obtaining the greatest increase in salary. The supervisors of special subjects will receive increases ranging from \$120 to \$320 a year. Kindergarten teachers will receive increases of \$240.

Intermediate and high school teachers will be given salaries ranging from \$1,400 to \$2,000 per year. Supervisors of special subjects are divided into three grades, with increases ranging from \$120 to \$320 a year.

Principals of elementary schools and assistant supervising principals will receive increases of \$300 and principals of evening schools increases of \$15 per month. Principals of high and intermediate schools, with the exception of those in charge of small schools, will be given increases of \$300. In the latter, the principals will receive increases ranging from \$100 to \$150 a year. Vice-principals, heads and sub-heads of departments are given increases of \$300.

Middleton, Wis., has raised the salaries of the high school teachers from \$90 to \$125 a month.

Supt. G. B. McCord of Springfield, O., has asked the board to adopt a minimum salary of \$1,000 for the teachers.

Emporia, Kans. The salaries of teachers have been raised \$25 a month on a twelve-month basis.

Sedalia, Mo. The board has given increases of \$10 a month to the teachers.

Redlands, Cal. The board has adopted a maximum of \$1,200 for intermediate teachers who complete five years of service in the schools. A flat increase of \$100 has been given the high school teachers.

Tiffin, O. The teachers have been given increases of \$75 a year.

Elgin, Ill. Grade and high school teachers have been given increases of \$150 a year.

Quincy, Mass. The board has raised the maximum salaries of grade teachers to \$1,350, that of elementary teachers to \$1,050, and that of high school teachers to \$1,650. Teachers whose maximum salary has been less than \$1,050 and grade

teachers who have received less, will be given \$100 extra in September.

Governor Stephens of California has signed a bill increasing the state's aid per pupil from \$15 to \$17.50, and permitting an advance in teachers' salaries.

Ypsilanti, Michigan. A minimum of \$800 has been fixed for elementary teachers. For 1919-20 the maximum will be \$950. In the high school the minimum will be \$1,100 and the maximum \$1,800.

Fort Dodge, Ia. The board has fixed the minimum annual salary of teachers at \$1,000, with ten months' pay for nine and one-half months of school. Each teacher will be given an average increase of \$20 per month.

Sturgeon Bay, Wis. The board has given a bonus of \$40 to each teacher.

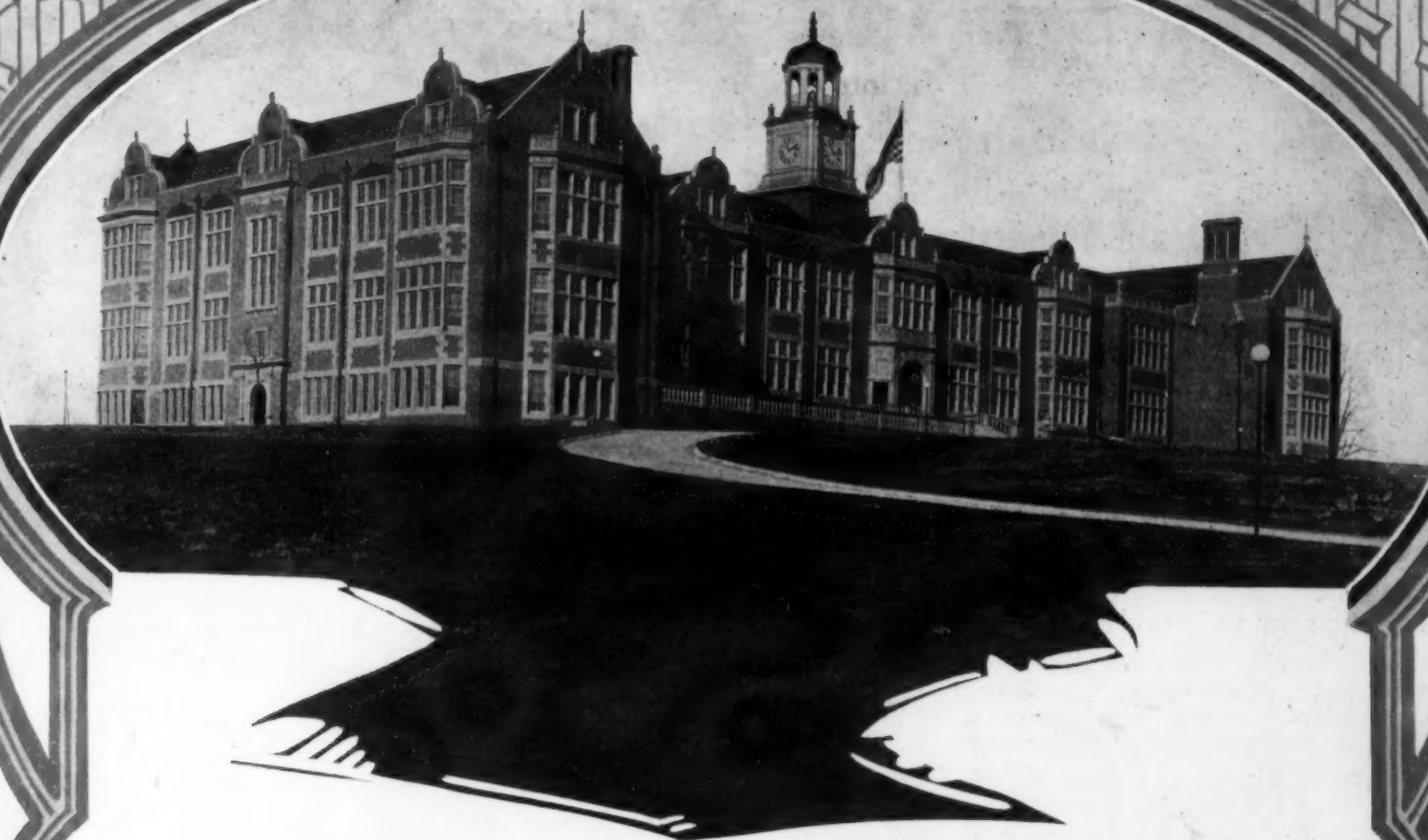
Atlanta, Ga. The board has adopted a revised salary schedule providing for increases of not more than \$20 a month or \$240 a year. Colored teachers will receive an approximate increase of fifteen per cent.

Beverly, Mass. The board has given increases of \$150 to principals, assistant principals, teachers, supervisors and heads of departments. Janitors, matrons and clerks have been given increases of \$2 weekly.

The school board of Decatur, Ill., has voted increases in salary amounting to \$25,000. The minimum has been fixed at \$650 and the maximum at \$900 for grade teachers. All teachers will receive increases ranging from \$75 to \$150 a year.

Cleveland, O. The board has given a flat increase of \$200 to each teacher. The revised schedule which has been adopted provides for a minimum of \$900 and a maximum of \$1,500 for grade teachers. In Junior High Schools the minimum is \$1,000 and the maximum \$1,800. In the high school the minimum for an inexperienced teacher is \$1,100 and for an experienced teacher \$1,200. The maximum salary for elementary principals is fixed at \$2,400, Junior High School principals at \$2,800 and Senior High School principals at \$3,600. The total cost of the increases will reach \$662,550 a year.

(Continued on Page 81)



WHAT "SIROCCO" MEANS IN THE SCHOOL ROOM

Vacation days mean reconstruction days

What about that ventilating system in your school? Does it send added vitality and health to each room with a plentiful supply of pure, fresh air, winter and summer?

You can't depend on the weather for right ventilation. Open windows are dangerous at many seasons but mechanical ventilation properly installed keeps the air in each room just right for growing children. The importance of proper ventilation is clearly recognized today. No matter how good the training children receive, they cannot easily absorb knowledge unless they are keen in mind and healthy in body.

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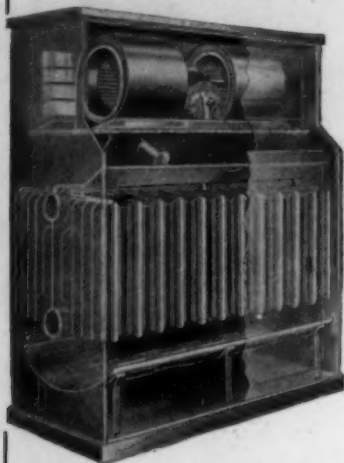
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A Guarantee of Perfect Ventilation—100% Diffusion and Temperature Control

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With the lateral method the air movement must necessarily be slow so as not to create draft.

The UNIVENT takes the fresh air direct from the outside, heats it and shoots it toward the ceiling at better than 1,000 ft., per minute—always perfectly controlled by simple adjustments. See cuts below for comparison.

Any temperature desired can be secured. No trouble. No worry. The system is practically trouble-proof.

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Some Advantages

The UNIVENT saves a story in the building.

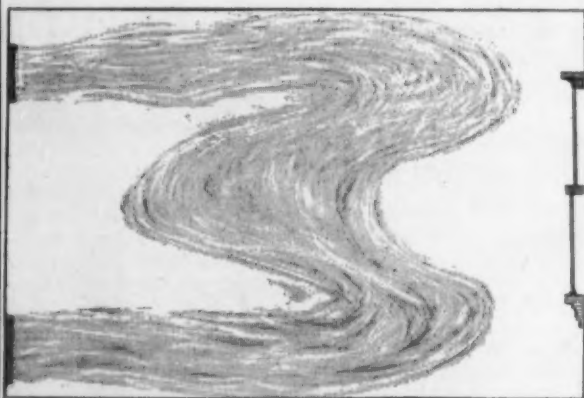
Cuts fuel and power bills.

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Never fails in the "Pinch"

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DENZAR is not only the most efficient lighting unit, but also the most durable and economical. The lamp is entirely enclosed and protected from dust, dirt and insects, while the current of air continually passing upward around the lamp prevents overheating and lengthens its life.

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A most excellent weighing and measuring machine for school use is—

SCHOOL *The DeLuxe* SCALES WITH MEASURING DEVICE

Sturdily built, compact,—no loose weights,—accurate and durable.

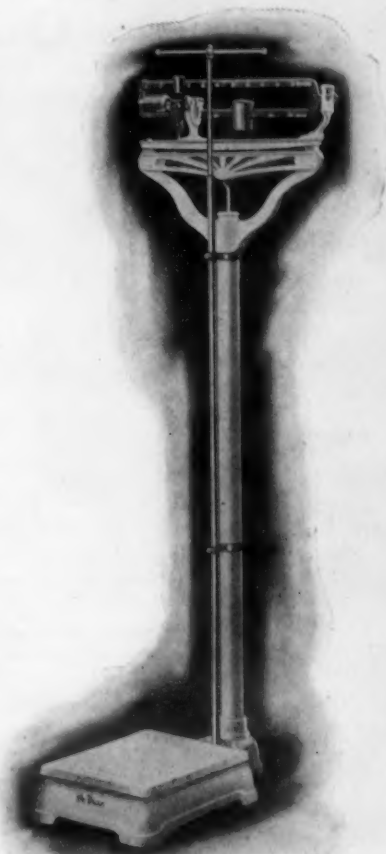
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Grand Crossing Chicago, Ill.



(Continued from Page 78)

The school board of Louisville, Ky., has reduced the school term to eight and one-third months and has raised the teachers' salaries twenty per cent. The increases will not be equal for all teachers but will be so arranged that the larger increases go to those receiving the smallest pay.

Clerokee, Ia. The teachers have been given increases of 29.2 per cent. The minimum salary for grade teachers with two years of normal and two years' teaching experience will be \$900, and for high school teachers with a four-year college education and two years' experience \$1,080.

Wichita, Kans. The board has adopted a complete salary schedule for teachers and supervisors in the schools. In the grades the minimum will be \$900 and the maximum \$1,200, in intermediate schools, \$855 and \$1,100 and in the high schools, \$1,000 and \$1,560. Heads of departments in high schools will be given a minimum of \$1,560 and a maximum of \$2,000. Principals of schools with two to three rooms will be given \$1,200, four to seven rooms, \$1,392, eight to eleven rooms, \$1,560 and twelve to sixteen rooms, \$1,800.

Lexington, Mass. The maximum salary for grade teachers has been fixed at \$1,000, that of high school teachers at \$1,300 and the vice-principal at \$2,000.

West Springfield, Mass. The board has given increases of \$50 to each teacher.

Worcester, Mass. The board has given increases of \$550 to each of the three assistant superintendents.

Evansville, Ind. The board has adopted a salary schedule providing for increases of approximately \$100 a month. The increases are based on length of service and character of the teaching. According to the new schedule, Class C teachers will receive a maximum of \$105 per month and Class B teachers \$95. Teachers who have from five to nine years' experience to their credit and fall below a mark of 91, may be dismissed from the service, as well as those who have more than fifteen years' experience and a mark of less than 93.

Training school graduates will be given \$65 per month for the first year; \$70 for the second; \$75 for the third and \$85 for the fourth. Teachers in

order to obtain these salaries must show a higher success grade each year and the maximum will be given only where the mark has not fallen below 91 at the end of the fourth year.

Moline, Ill. Teachers have been given increases of \$20 per month.

Whiting, Ind. The board has adopted a salary minimum of \$1,000. Kindergarten and grade teachers will begin at this amount, and other teachers at relatively higher amounts.

Little Rock, Ark. The board has adopted a salary schedule for grade and high school teachers, supervisors and heads of departments. The minimum salary for grade teachers has been fixed at \$630 and the maximum at \$1,200. High school teachers with an A. B. or equivalent degree from a college will be paid \$1,600 and those without degrees, \$1,400. Supervisors of primary grades, music, writing, drawing and physical training will be paid \$1,935. Heads of departments with more than four teachers and an A. B. degree, will be given \$1,800; those without a degree and in charge of more than four teachers will be given \$1,600; those with a degree and in charge of four or less teachers will be given \$1,700, and those without a degree and in charge of four or less teachers, will be given \$1,500.

Principals of ward schools, with nineteen to 22 rooms, will be given \$2,200; those with fifteen to eighteen rooms, \$2,050; those with eleven to fourteen rooms, \$1,900; those with seven to ten rooms, \$1,750; those with four to six rooms, \$1,550; those with one to three rooms, \$1,350.

San Mateo, Cal. The board has adopted a salary schedule to govern teachers, principals, vice-principals and heads of departments. Teachers without experience will begin at \$1,200. Teachers with one year's experience will be given \$1,300; those with two years' experience \$1,400; those with three years' experience \$1,500; those with four years' experience \$1,560; those with five years' experience \$1,620; those with six years' experience \$1,680; those with seven years' experience \$1,740; those with eight years' experience \$1,800. Heads of departments will be given salaries ranging from \$1,860 to \$2,040, vice-principals salaries from \$2,040 to \$2,400, and principals \$3,300. Physical education and military

training instructors will be given \$100 per annum, per afternoon, per week. Night school instructors will be given \$350 per annum, for three periods, two evenings a week.

Greenfield, Mass. Increases of \$50 have been given to the teachers retroactive from January first, and an additional increase of \$50 will be given upon re-election for another year.

East St. Louis, Ill. The board has raised the salary of the supervising principals of grade schools of fifteen rooms or more, \$500 for the year beginning September first. Thereafter, the annual salary will be increased up to a maximum of \$3,000.

Nashville, Tenn. The board has adopted a salary scale for principals of grade schools which raises the pay \$5 per month for a period of three years. Schools having less than two hundred pupils will pay principals \$110 per month the first year and the scale runs to \$150 a month for five hundred pupils and \$200 for one thousand pupils. Ten dollars will be added for the third successive year in service.

Minneapolis, Minn. The board has granted a flat emergency increase of \$200 for all grade and high school teachers. The increase is to be paid in six equal installments beginning January first and is to be applied to probationary and assistant teachers to eliminate the minimum salary of \$46 formerly paid.

Attleboro, Mass. The board has given increases of \$100 to the teachers, the same to be effective January first.

Evansville, Ind. Average increases of \$100 a year has been given to each teacher.

The Lockwood bill which is before the Governor of New York State provides for increases of \$200 for grade and kindergarten teachers and increases of \$400 for others. High school teachers and other educators will receive substantial increases.

Grinnell, Ia. The board has given increases of \$25 per month to teachers.

Sibley, Ia. The board has adopted a minimum salary of \$900 for the grades and \$1,035 for the high school.

Ludington, Mich. The board has adopted a maximum salary of \$900 for the grades.

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The Lyon Factory is constantly being enlarged to take care of increased business.

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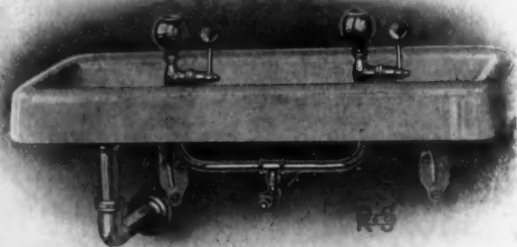


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Safeguard the health of your children by supplying them with pure clean water and make it easy to drink without contamination.

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Endorsed by superintendents and school architects and used in schools in all parts of the country.



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DAN-DEE Waste Baskets *merit* your preference in the selection of this item of school equipment. In appearance, durability, safety and sanitation, they excel all others; while in price, the actual service cost is less.

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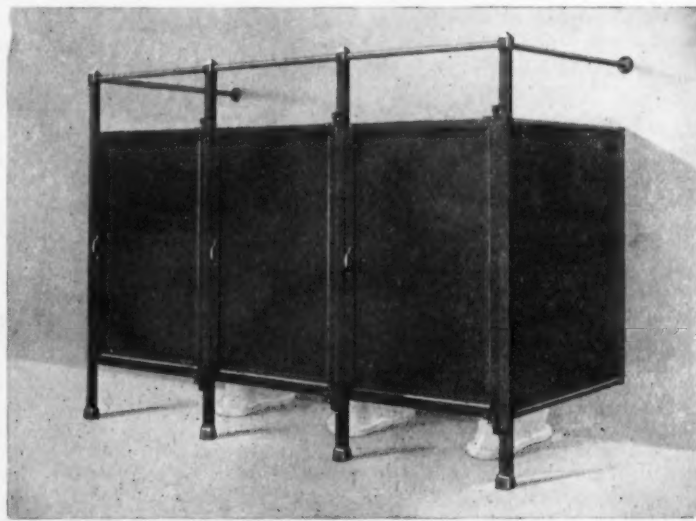
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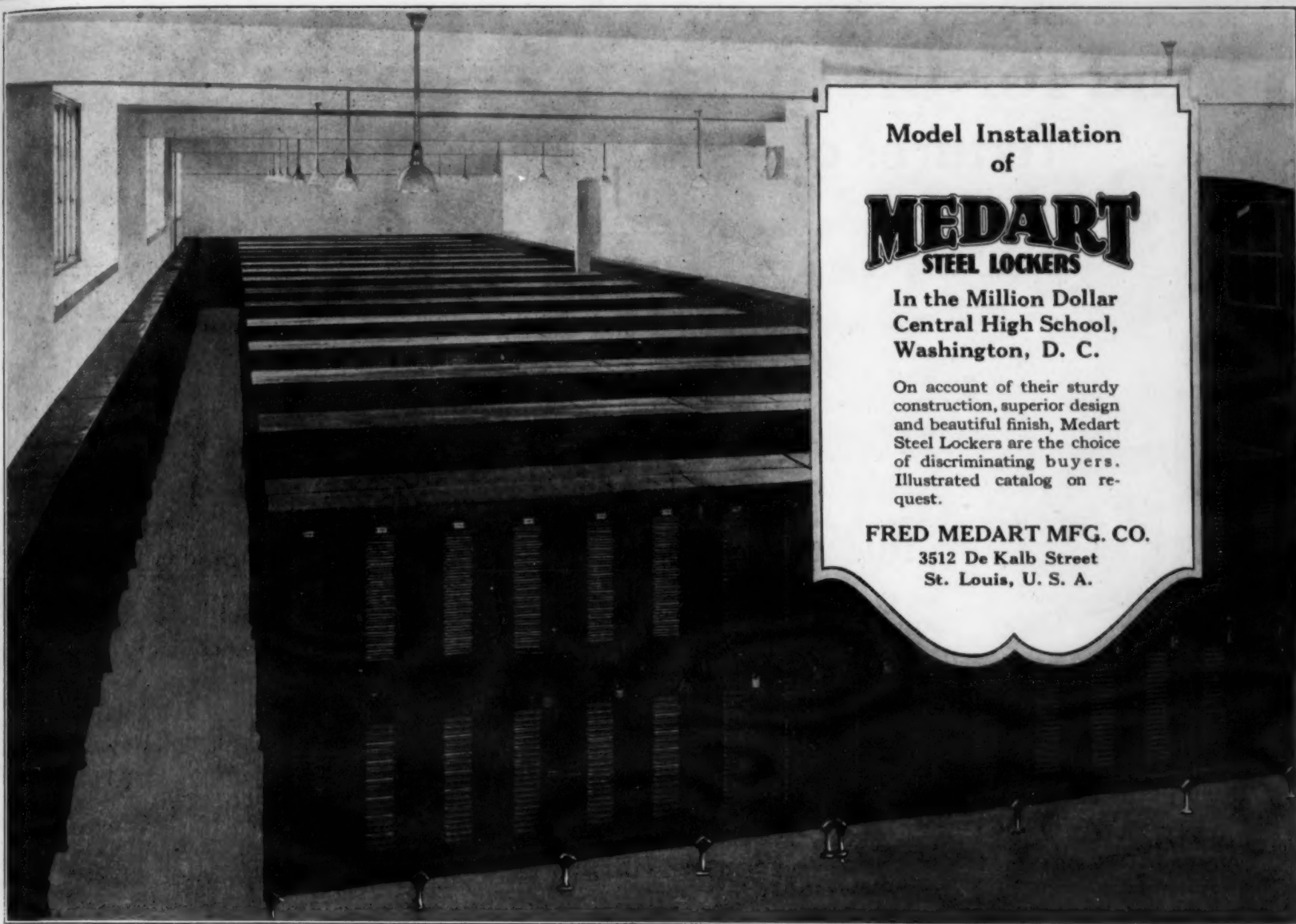
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— clean-cut steel partitions mean real cleanliness and wholesome appearance.

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St. Louis, U. S. A.

SCHOOL LAW.

(Concluded from Page 62)

Evidence was held to show that a child of school age, which defendant school attendance officer went to arrest, was not necessarily out of school by reason of an attack of tonsillitis.—*De Lease v. Nolan*, 172 N. Y. S. 552.

If the parent fails to cause the child to attend, the child is a "truant" from instruction upon which he is lawfully required to attend, since, under the New York Education law, § 621, the dominion of the state is absolute as far as attendance upon instruction is concerned during the ages prescribed.—*De Lease v. Nolan*, 172 N. Y. S. 552.

School District Taxation.

The legislature, having power to form non-high school districts has, subject to the requirements of the Illinois constitution, art. 9, §§ 1 and 6, power to impose the debt incident to their maintenance and to provide the means of discharging that debt.—*People v. Chicago & N. W. Ry. Co.*, 121 N. E. 731; *Same v. Cleveland, C. & St. L. Ry. Co.*, Id. 737; *Same v. Wabash Ry. Co.*, Ill.

The legislature, which is required by the Illinois constitution, art. 8, § 1, to establish an efficient system of public schools, may delegate the power to impose taxes, etc., to a board when necessary.—*People v. Chicago & N. W. Ry. Co.*, 121 N. E. 731; *Same v. Cleveland, C. & St. L. Ry. Co.*, Id. 737; *Same v. Wabash Ry. Co.*, Ill.

That pupils from outside districts attend high schools provided for by the Illinois laws of 1917, pp. 741-743, amending the laws of 1909, pp. 368, 369, §§ 93-96, does not render the non-high school district tax invalid.—*People v. Chicago & N. W. Ry. Co.*, 121 N. E. 731; *Same v. Cleveland, C. & St. L. Ry. Co.*, Id. 737; *Same v. Wabash Ry. Co.*, Ill.

The Illinois laws of 1917, p. 741, amending the laws of 1909, p. 368, § 93, creating a body styled a board of education in non-high school districts, the principal function of which is to levy a tax to pay the tuition of certain pupils, is within the mandate of the Illinois constitution, art. 8, § 1, requiring the establishment of an efficient system of public schools, and is not invalid as imposing

a debt and a tax to pay the same without vote of the people in the district.—*People v. Chicago & N. W. Ry. Co.*, 121 N. E. 731; *Same v. Cleveland, C. & St. L. Ry. Co.*, Id. 737; *Same v. Wabash Ry. Co.*, Ill.

The Illinois laws of 1917, pp. 741-743, amending laws of 1909, pp. 368, 369, §§ 93, 94, 96, relating to non-high school districts and imposing taxes therefor, etc., is held not invalid tho requiring the county to furnish ballots for the first election of boards of education in such districts.—*People v. Chicago & N. W. Ry. Co.*, 121 N. E. 731; *Same v. Cleveland, C. & St. L. Ry. Co.*, Id. 737; *Same v. Wabash Ry. Co.*, Ill.

A fund in control of the board of public instruction, specifically raised by the public to build a schoolhouse, is a trust fund for that purpose and may not be diverted to another purpose until the specific purpose has been accomplished.—*Miami Bank & Trust Co. v. Board of Public Instruction for Broward County*, 80 So. 307, Fla.

One having a claim against a fund raised by the public to build a schoolhouse, under regulations adopted for its proper disbursement, may sue to enjoin the board of public instruction from disbursing a fund for any purpose other than that for which it was raised.—*Miami Bank & Trust Co. v. Board of Public Instruction for Broward County*, 80 So. 307, Fla.

Teachers.

Where one was employed as principal of a school district, and a teacher under him was elected by the board of directors as "superintendent" and the principal directed to serve under him, there was a breach of the contract of employment; "superintendent and principal," under the Rem. Code of 1915, § 4524, being merely different names for the same position.—*Williams v. School District No. 189*, 177 P. 635, Wash.

BUSY SUPERINTENDENTS.

The principals and district superintendents of New York City, at the request of Supt. W. L. Ettinger, recently made a detailed study of the success of the past term's work in history dealing with the World War. The material for the test questions was based upon the syllabic mater-

ial issued and used in the respective schools and the same questions were given to all grades.

Each test consisted of ten questions covering, in general, such items as dates, local geography, biological references, noteworthy sayings, slogans and watchwords, causal relationships, Liberty Loan campaigns, military campaigns, armistice and peace terms, and striking dramatic events, such as return of troops, naval reviews, etc. The district superintendents of each district filed at the school office copies of the test questions used in the respective districts and also tabulations of the percentages of all classes in three typical schools. The answer papers were retained by the principals of the respective schools awaiting final disposition in September.

A conference of superintendents of the state of Massachusetts was held at the State Normal School in Framingham, April 29 to May 1st. The conference which was called by the Commissioner of Education was attended by nearly all the city executives. It was the general opinion that the conference was the best and largest attended of any ever held in the state.

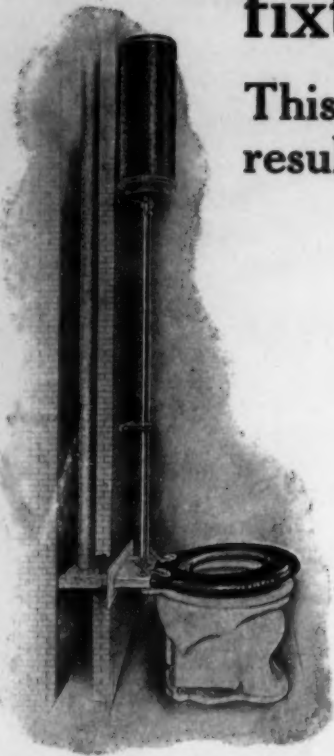
Mr. S. A. Courtis, author of the Courtis standard tests, Detroit, Mich., has announced that a series of tests in history, geography, arithmetic and other subjects will be held as a means of comparing the abilities of children of today with those of 1845. In the tests the questions used in the survey of the Boston Schools in 1845 are to be incorporated.

The tests are to be given to eighth grade pupils and are to take one hundred minutes of class time. Printed copies of the Boston averages in 1845 will be sent to school authorities from the Courtis office as soon as returns are in, and by September it is hoped that returns may be issued from the general tabulations.

It is conceded that no scientifically exact comparisons between 1845 and the present day are possible owing to changed conditions, but the results do promise to be exceedingly interesting and of importance and value in many ways.

School authorities thruout the country who are interested in the material to be obtained from such tests are asked to communicate with Mr. S. A. Courtis at 51 Shelby Street, Detroit, Mich.

"And for that reason we made "NONCO" fixtures our standard in the Schools"



This expresses in a few words the universal satisfaction resulting from the installation of "NONCO" plumbing fixtures

The health of the child is safeguarded where "Nonco" Plumbing Fixtures are installed. This is of prime importance, but at the same time "Nonco" fixtures are built to withstand hard usage. These fixtures are of correct design, and the mechanical operation is perfect.

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BIRMINGHAM, ALABAMA



NEW RULES FOR PRINCIPALS AND TEACHERS.

(Concluded from Page 44)

10. Principals shall have the power of promotion or demotion, and may promote pupils at any time during the year; a case of demotion, however, must be promptly reported to the Superintendent.

11. Classroom teachers are required to be in their respective rooms by 8:30 A. M.

12. Each classroom teacher in the elementary schools shall prepare a schedule of daily exercises which after having been approved by the principal shall be posted in a conspicuous place in the classroom. With the approval of the principal the daily schedule may be changed from time to time.

13. Room teachers shall make out charts showing the names and seats of pupils in their respective rooms. Teachers shall also keep plan books in which their work is planned at least one day in advance.

14. Teachers, as such, shall not accept any present from their pupils, nor any compensation other than that allowed by the Board of Education for any instruction given pupils enrolled in their respective rooms.

15. No teacher, as such, shall present in any school any prize, premium or gift to any pupil under his or her supervision.

16. Teachers shall be civil and polite to pupils at all times. A teacher shall at no time make a slighting or disparaging remark about any physical or mental peculiarity of a pupil, or about the pupil's parents or friends.

17. Teachers shall not within school hours permit any part of their time to be occupied by book agents, solicitors or canvassers.

18. All written communications passing between teachers and parents or guardians with reference to pupils shall be submitted to the teacher's principal. No note in reference to a pupil shall be sent to a parent or guardian until after same has received the approval of the principal.

19. Teachers shall cause their pupils at the time of dismissal to leave the school grounds in a quiet and orderly manner.

20. A teacher finding it impossible to attend school any day shall notify the principal before 7 o'clock in the morning of the day the teacher expects to be absent. The teacher shall also send the principal any special information needed by the substitute. A teacher who is absent shall give the principal a day's notice of his or her expected return.

21. Supervisors and teachers of special subjects shall prepare a schedule of daily work, a copy of which shall be posted in each building.

A supervisor or a teacher of a special subject finding it impossible to be present in any school on a day scheduled shall notify the principal of the school at least one hour before the day's work is scheduled to begin.

22. Free tuition in the elementary schools is granted all persons between the ages of six and twenty inclusive whose parents or guardians are bona fide residents of the City of Durham. Pupils younger than six or over twenty, and whose parents or guardians are not bona fide residents of the City of Durham may be admitted to the schools on the payment in advance of tuition at the following rates, for each term or fraction thereof:

Grades 1, 2 and 3.....	\$15.00
Grades 4, 5, 6 and 7.....	17.00

Free tuition in the High School is granted to any bona fide resident of the City of Durham, and to any resident of Durham County of school age. For all other persons the rate of tuition shall be twenty-five dollars a term or fraction thereof, payable in advance.

23. A pupil before being admitted to any school must show satisfactory evidence of having been successfully vaccinated, or must present a certificate from some physician showing that he has been vaccinated within the year preceding. He must also present a statement signed by parent or guardian giving place and date of birth of pupil, residence and occupation of parent or guardian, and name and location of school last attended if pupil has been to school before.

24. No pupil shall be permitted to leave school before his regular hour of dismissal except on the personal application or written request of his

parent or guardian, or because of some extraordinary reason of which the principal shall be the judge. No pupils shall be sent on any errand or messenger service.

25. Pupils shall not be detained for study or punishment, during a recess period. Except in wet or stormy weather, all pupils unless excused by the nurse are required to spend this time out of doors in some form of play.

26. In order to secure the cooperation of parent or guardian the principal may send a pupil home at any time provided the pupil is told why he is sent home, and the parent or guardian is notified the same day, not thru the pupil, of the circumstances under which the pupil is sent home. Unless the cooperation desired has been secured within two days the pupil may be suspended until such time as he may be reinstated by the Superintendent. Notice of such suspension must be mailed the parent or guardian, and a detailed report made to the Superintendent the day the pupil is suspended.

SCHOOL BOARD NOTES.

Newark, O. The board has adopted standard time for the schools and has ordered all clocks advanced.

The school board of Cleveland, O., has taken the matter of financial relief before the state legislature. The school system faces a deficit of a million dollars and there is urgent necessity for added funds with which to grant increases in teachers' salaries, and to conduct high school and normal training classes, extension work, Americanization and night vocational classes. Unless help is obtained the board faces the alternative of discontinuing all instruction outside of the first eight grades.

Supt. J. A. Whiteford of Oklahoma City, Okla., has compiled figures showing the comparative costs of neighboring school systems having a school population about the size of Oklahoma City. Supt. Whiteford shows that Tulsa with 10,507 children and a teaching force of 355, spent \$514,000 for education last year, or \$71,986 more than Oklahoma City with 17,586 children and one hundred more teachers. Oklahoma City spent \$442,014 for 447 teachers.

Studebaker

School Busses

Now is the time School Boards and Trustees should be considering their Fall purchases. School Busses are one of the most important things to be discussed.

We will be glad to mail you full description of Studebaker School Busses, with pictures showing construction in detail. Just ask for Catalog No. 1214—or tell us when your School Board meets and we'll have our representative call.

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Largest Manufacturers of Vehicles in the World—Established 1852



STEGER

The most valuable piano in the world

¶ Your discrimination—your sense of artistic values—is always happily reflected in the choice of a Steger Piano. The Steger embodies to the fullest measure those chief qualities of a piano: clarity and beauty of tone, distinction of design, permanence of pleasurable ownership. It is a highlight of beauty in any environment.

¶ Steger Pianos and Player Pianos are shipped on approval to persons of responsibility. Write for the Steger Style Brochure and convenient terms. Steger dealers everywhere.

STEGER & SONS
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Founded by John V. Steger 1879

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Factories at Steger, Illinois



STANDARD

The Safest
in a Panic

Where Seconds Count

When the fire gong rings out its fateful warning and the tongues of flame dart in hot pursuit of fleeing children, time is vital. A minute's delay, even a second's hesitation, may mean confusion and disaster.

Standard Spiral Fire Escape

Fastest and Safest

Children never hesitate to slide down a spiral chute. They merely sit down and slide, sheltered from flames and heat, unable to recognize their dizzy height above the ground.

Small children progress as rapidly as the older and larger, for gravity carries them all alike.

Write for full description and free estimate of cost. Give floor heights.

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Installation of open Spiral Fire Escape at St. Aemilian's Orphan Asylum, St. Francis, Wis.

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The New School Building

must take into account the use of Visual Instruction.

The McIntosh Stereopticon Co. has now prepared slides to illustrate the lessons. Curricula have been carefully analyzed and compared and the salient points proved to be identical tho somewhat differently handled at times. These points have been really illustrated; the slides are listed in four general groups. (See below.)

Now, it is up to you

to see that the classrooms (as well as the assembly hall) are fitted for visual instruction. That means

- 1st—Uniform windows and shades.
- 2nd—A socket in the base board at the back.
- 3rd—A good white screen.
- 4th—A good, substantial, efficient stereopticon, which is also simple and noiseless. (A McIntosh Automatic Sciopicon is just right.)

McIntosh Lanterns range from \$36.00 up. Every one the best value money can buy. Write today for trial terms.

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The New Tuec Truck-Mounted Portable Vacuum Cleaner

A complete suction cleaning plant on wheels; in hundreds of schools and other buildings it takes the place of stationary installations at a fraction of their cost.

Operates on any electric current. Connect it to an incandescent lamp-socket and use it anywhere for any work of dirt or dust removal. Fitted with 50 feet of cord and furnished with a complete set of cleaning tools. Can also be operated as a blower when desired.

Especially desirable for old school buildings because it saves the expense of piping.
Write us for full particulars.

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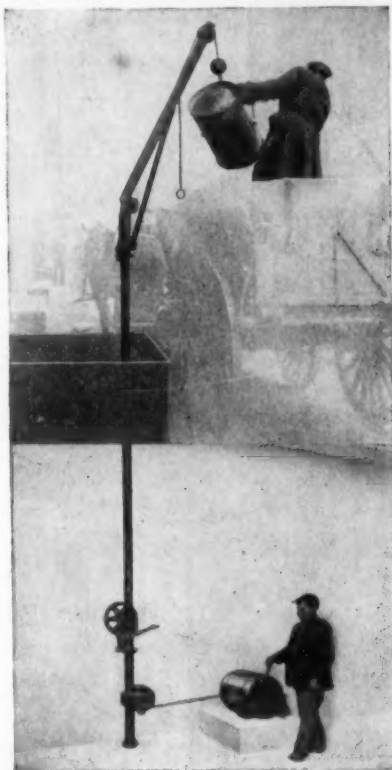
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Remove School Ashes This Way—



Model A—One man removes ashes from boiler room to grade. That part of Hoist shown telescopes below grade when not in use.

Model D—Electric power. That part of Hoist, including overhead crane, showing above sidewalk, telescopes below grade when not in operation. Sidewalk doors lie flush.



Model E—Electric. That part of Hoist shown telescopes below grade, and the G&G Sidewalk Doors lie flush with grade when Hoist is not in operation.

These pictures show the G&G way of removing ashes from school building basements; also, when the hoistway is located near the sidewalk curb, from basement directly to ash wagon without rehandling or unhooking the cans at sidewalk level.

The G&G Telescopic Hoists, with Automatic Gear Shifting Brake Device and Silencer, can be as readily installed in old as in new school buildings.

GILLIS & GEOGHEGAN

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Because this improved way of removing ashes and waste conserves man-power, cuts the time and reduces the work formerly a bugaboo with school janitors, school architects, school boards and school superintendents are now insisting that the G&G apparatus be installed in school buildings of all types.

We would like to tell you more about this practical, money-saving and labor-saving invention for cleanly and quiet ash removal as it may apply in your case.

Please write for Ash Removal pamphlet, "Schools & Auditoriums."

A NEW REPORT CARD.

Supt. J. W. Groves of Ontario, Cal., has devised a new form of report card for the elementary schools. It is a decided step toward a standard report form and has been found entirely satisfactory. A novel feature of the card is the use of a punch to make the respective ratings. These cannot be changed by pupil or teacher when once made. The card is accompanied once each year by a mimeographed explanation for both teachers and parents. This reads as follows:

Teachers are instructed to place marks in the proper squares to indicate the standing of the pupils according to the following interpretations.

In Attendance; Superior means neither absent nor late. Above Standard, one excused tardiness, or less than one day's excused absence. Standard, not more than one day's excused absence. Below Standard, only excused absences or excused tardiness. Failure, unexcused absences or unexcused tardiness.

In Deportment; Superior, means that the pupil has required no special discipline himself and has been a direct influencing factor in the encouragement of his fellow to do the right thing. Above Standard, pupils who have not needed to be especially disciplined by any of the school authorities. Standard, pupils who have had to receive special discipline from their teachers but who have satisfactorily squared matters. Below Standard, pupils who have had to be referred to a principal, but have satisfactorily squared matters. Failure, pupils who have failed to square up matter of discipline with school authorities.

In Application; Superior, pupils who apply themselves to such an extent as to have a high rank in accuracy and speed and are always dependable. Above Standard, pupils who show real interest in work, accomplish their work and assignments and volunteer for extra work. Standard, pupils who are always obedient, careful, attentive, willing and neat. Below Standard, pupils who respond to teachers' suggestions, really attempt to do the work, make good efforts. Failure, pupils who persist in being inattentive, have careless habits, habitually leave unfinished tasks.

Ontario, California, Elementary Schools													
GRADE	ATTENDANCE				DEPORTMENT				APPLICATION				STUDIES
	1st	2nd	3rd	4th	1st	2nd	3rd	4th	1st	2nd	3rd	4th	
Quarter													
Superior													
Above Standard													
Standard													
Below Standard													
Failure													

Parents are urged to read the Bulletin explaining the marks on the card. Sign the card below, replace card and Bulletin in envelope and return for future use.

PARENT'S SIGNATURE		HEIGHT	WEIGHT
1st Quarter			
2nd Quarter		Above Standard	
3rd Quarter		Standard	●
4th Quarter		Below Standard	●

Ontario Elementary Report Card.

Studies; Superior, means pupil is much stronger in all his studies than most other members of his class. This mark appearing repeatedly indicates that pupil should be considered for double promotion. Above Standard, pupils doing satisfactory work in all subjects, essential and non-essential. Standard, pupils doing good work in all essentials. Below Standard, pupils doing poor work in one or more of the essential branches. Failure, pupils doing poor work in a majority of the essentials. In case of repeated marks in this rating a pupil is subject to demotion at any time that the best interests of the school demand it.

Height and Weight; In the matter of height and weight but three distributions are used instead of five as above. Standard means according to some recognized authority. Above or below Standard simply means above or below that Standard.

After signing the enclosed card please return the card and this sheet to envelope and return to school for the report of the next quarter.

Any mark below Standard should have your personal attention. A telephone message might clear up matters or it may require a visit to the principal.

DEATH OF SUPT. NUNER.

Mr. John F. Nuner, for the past four years superintendent of schools at South Bend, Ind., died at his home in that city on June 7th, following an eight days' illness of septic poisoning. Mr. Nuner was 46 years old.

John Franklin Nuner was born in Howard County, Ind., and received his common school education in the schools of his native county. He was a graduate of the Indiana Normal School, Indiana University and the University of Chicago.

Mr. Nuner's first teaching after leaving college was in the high school at Mishawaka in 1901, and the following year he became superintendent of schools. In 1915 he accepted the superintendency at South Bend.

Mr. Nuner is survived by his wife, four sons and one brother.

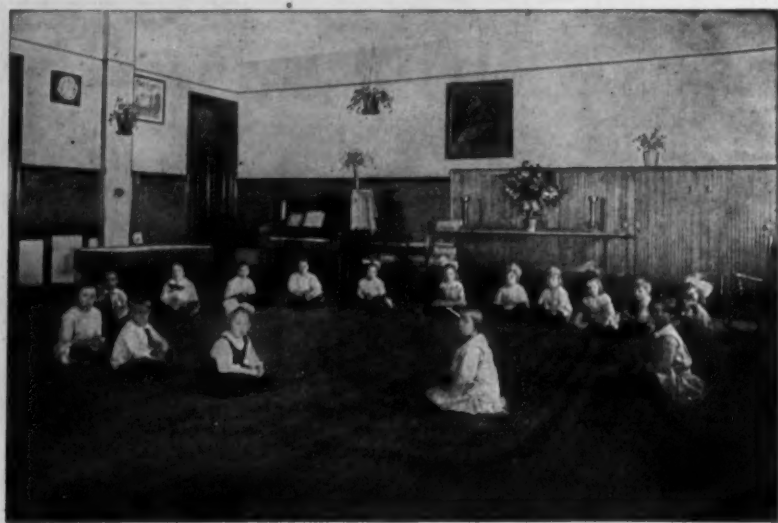
PERSONAL NEWS OF SUPERINTENDENTS.

Supt. L. L. Tyler of Traverse City, Mich., has returned to school work after a year's service in France with the Y. M. C. A.

Mr. Henry W. Harrub, for the past fourteen years head of the public schools of Taunton, Mass., has resigned because of failing physical powers. Mr. Harrub has spent his entire life in educational work and has completed twenty-five years of service in Taunton.

Mr. Harrub was a graduate of the Castine, Me., Normal School and Colby University. His first teaching position was at Pawtucket, R. I., where he remained until 1890 when he went to Taunton as principal of the Weir grammar school. In 1905 he was appointed superintendent of schools to succeed Clarence F. Boyden. He was prominently identified with community movements, was an earnest worker in the Bristol County Teachers' Association and Schoolmasters' Club, and was particularly energetic in war activities of the schools during the past two years.

Mr. H. H. Kirk of Cavalier, N. D., has accepted the superintendency at Casselton, with a substantial increase in salary.



Spencer clean it, then you know it is safe

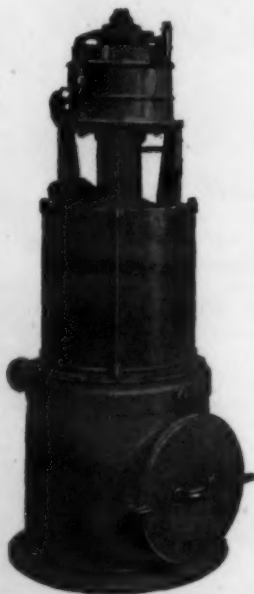
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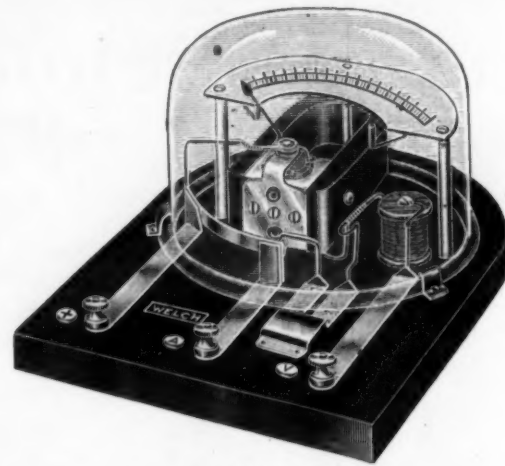
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Lunch Room Book Book Y10

A LOYALTY PLEDGE.

The Rhode Island State Board of Education has prepared a loyalty pledge which each teacher in the state is asked to sign. The pledge recognizes the important place of the teacher in the schools in the molding of character and in return asks the teacher to acknowledge her authority to the schools, the state and the nation.

Teachers' Pledge of Loyalty.

I, as a teacher and citizen, pledge allegiance to the United States of America, to the State of Rhode Island, and to the American public school system.

I solemnly promise to support the constitution and laws of Nation and State, to acquaint myself with the laws of the State relating to public education, and the regulations and instructions of my official superiors, and faithfully to carry them out.

I further promise to protect the school rights of my pupils, to conserve the democracy of school

citizenship, to honor public education as a principle of free government, to respect the profession of education as public service, and to observe its ethical principles and rules of professional conduct.

I pledge myself to neglect no opportunity to teach the children committed to my care loyalty to Nation and State, honor to the Flag, obedience to law and government, respect for public servants entrusted for the time being with the functions of government, faith in government by the people, fealty to the civic principles of freedom, equal rights and human brotherhood, and the duty of every citizen to render service for the common welfare.

I shall endeavor to exemplify in my own life and conduct in and out of school the social virtues of fairness, kindness and service as ideals of good citizenship.

I affirm, in recognition of my official obligation, that, tho as a citizen I have the right of

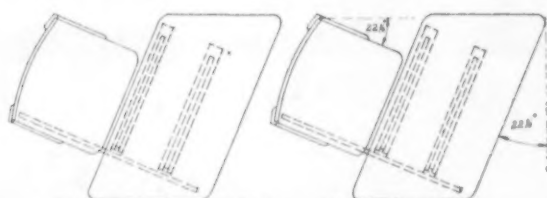
personal opinion, as a teacher of the public's children I have no right, either in school hours or in the presence of my pupils out of school hours, to express opinions that conflict with honor to country, loyalty to American ideals, and obedience to and respect for the laws of Nation and State.

In all this I pledge my sacred honor and subscribe to a solemn oath that I will faithfully perform to the best of my ability all the duties of the office of teacher in the public schools.

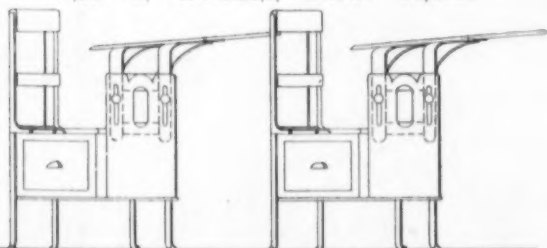
SOMETHING NEW IN DESKS.

While numerous improvements have been made during the past 25 years in the design and construction of school desks and seats, practically no attention has been given by hygienists or manufacturers to any radical betterment of the lighting of the working surface.

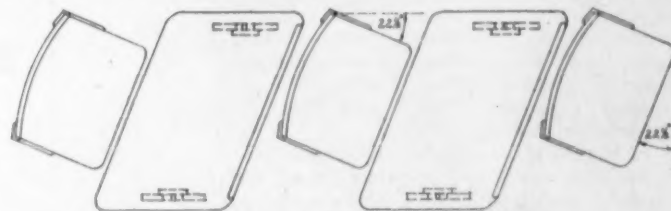
School children who are seated in the ordinary classroom, are subjected to two strong sources of light—the direct light from the windows and the



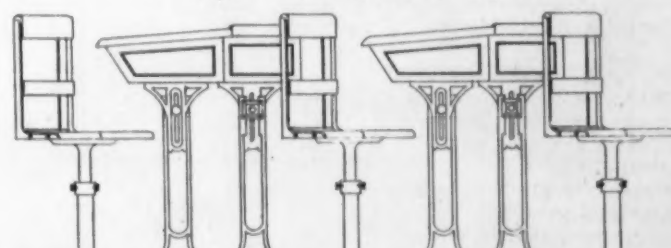
PLAN OF MOVABLE CHAIR DESKS



ELEVATION OF 'EYE-STRAIN - PREVENTIVE' MOVABLE CHAIR DESKS
SCALE

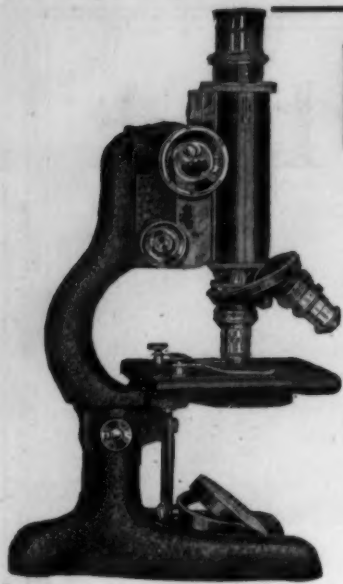


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DETAILS OF THE NEW DONOVAN EYE-STRAIN PREVENTIVE DESKS.



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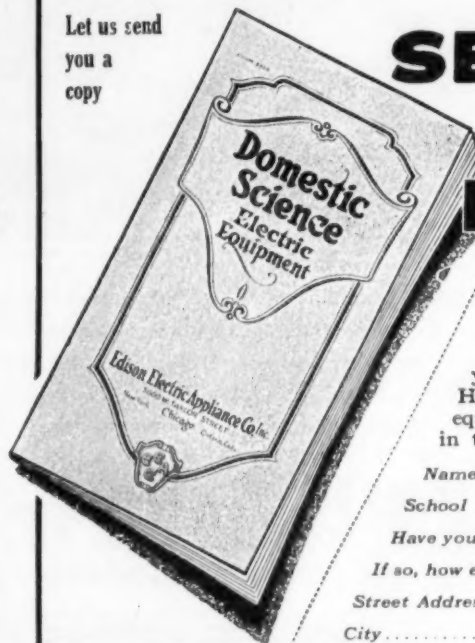
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reflected light from the desk top and walls. The arrangement of the ordinary classroom is such that the children who are near the windows are subjected during the greater part of the day to light which is far stronger than is necessary for them. The children in the front rows of each room are subjected in addition, to a severe strain from reflected light, which comes from the front walls of the classroom.

As a means of avoiding the two types of strain just mentioned above, Mr. John J. Donovan, architect, has recently completed a new type of desk which is a distinct departure from the ordinary rectangular pattern. Mr. Donovan's desks are in the shape of a rhomboid and are so arranged that while they are parallel in rows to the windows, the children are turned away from the parallel to an angle of $22\frac{1}{2}$ degrees. They consequently work—read and write—in such a position that their books and papers receive full flow of light from the window, while their eyes are constantly turned toward the inner wall or toward the inner side of the front wall of the room.

The accompanying illustrations will show the general shape and arrangement of the desks and seats and the general seating of a classroom equipped with these desks. The desks make possible the definite passing of light over the left shoulder of the children without a possibility of shadows on the work and without other difficulties usually resulting from a rectangular arrangement of desks.

The Donovan "eyestrain preventive desk" has been patented and will shortly be available.

SALARY NOTES

East Baton Rouge, La. The board has adopted a salary schedule for grade and high school teachers. The schedule provides for the following salaries:

A. Elementary grade teachers. Graduates of standard normal schools:

(1) Beginners, \$65; one year experience, \$70; two years' experience, \$75; five years' experience, \$80; seven or more years' experience, \$85.

(2) Teachers who are instructing beginners shall receive \$5 per month above said schedule.

(3) Teachers of the last half of the seventh grade who are qualified to teach in the high school will receive \$5 per month above said schedule.

(4) Teachers holding first grade certificates: Beginners, \$60; two or more years' experience, \$65.

B. High school teachers. (1) Graduates of standard colleges or universities with no experience shall receive, per month, \$85; one year experience, \$90; three years' experience, \$95; five or more years' experience, \$100.

(2) Teachers who are qualified for high school work but not graduates of standard colleges or universities with no experience, \$80; two or more years' experience, \$85.

Virginia, Minn. A minimum salary of \$120 and a maximum of \$170 have been adopted for high school teachers.

Monroe, Mich. A minimum salary of \$1,000 has been fixed for the next school year.

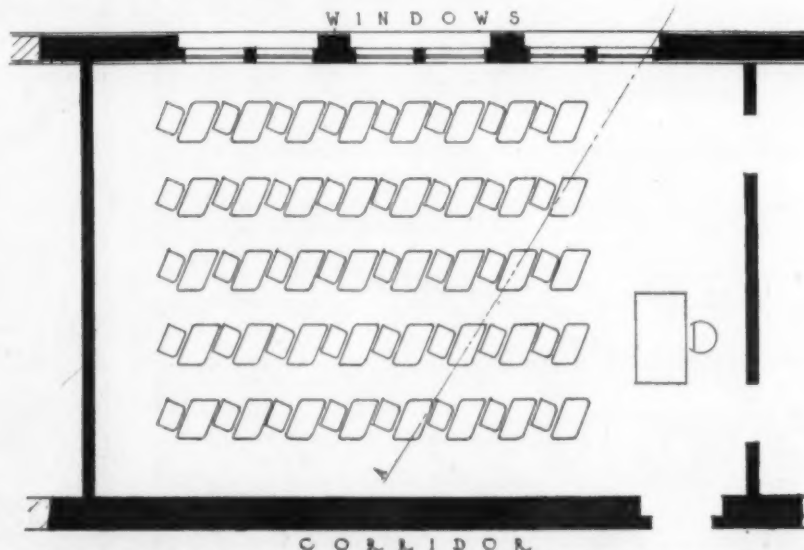
Faribault and Owatonna, Minn., have adopted

a minimum salary of \$1,000 for teachers during the next year.

Beloit, Wis. The board has raised the minimum salary from \$60 to \$70 per month and the maximum from \$80 to \$90.

Governor Philipp of Wisconsin, has approved the Jennings bill providing for a minimum salary of \$900 for teachers in the Milwaukee common and graded schools.

Mountain Iron, Minn. The board has adopted a salary schedule providing for a minimum salary of \$100 a month in grade schools and a minimum of \$120 for high school teachers with two years of experience. Grade teachers were given increases of \$100 a month, the regular increase for the year. Those with three or more years' experience were given additional increases of \$50, graduates of the three-year normal courses \$100 additional, normal graduates of the advanced course without experience \$90, and those with two years' experience in state graded systems \$100.



ARRANGEMENT OF CLASSROOM SEATED WITH DONOVAN "EYE-STRAIN PREVENTIVE DESKS."

Now for a Memorial Playground

SLIDES
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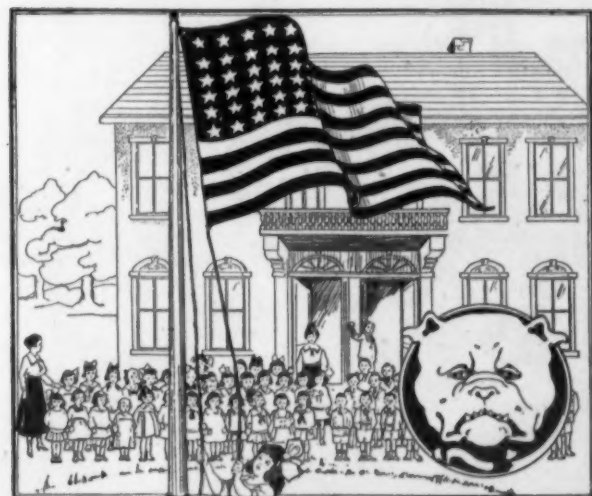
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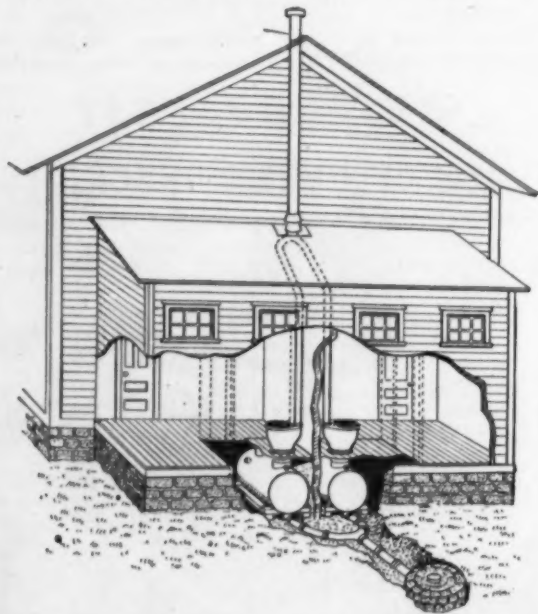
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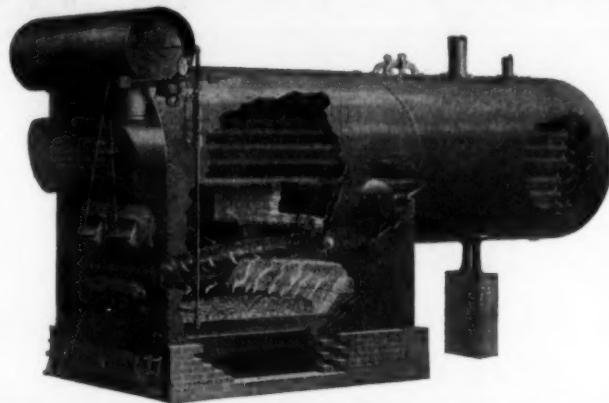
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KEWANEE Smokeless Firebox Boilers burn soft coal without smoke.

*A smoking chimney is proof positive that
at least 20% of your coal is being wasted.*

Thousands of **KEWANEE** Boilers installed in schools throughout the United States and Canada are saving coal and giving satisfaction in every way.

Are you going to build a school this year?

Then write for **KEWANEE** "On the Job"—it tells why.

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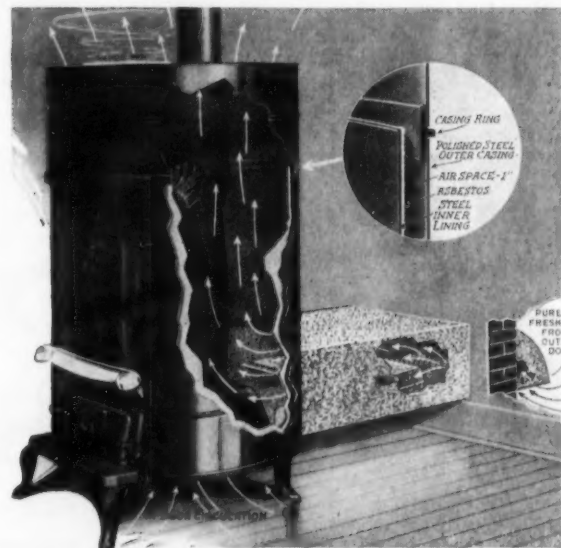
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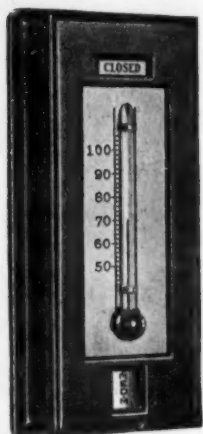
The HEATER is our celebrated SUMMIT HEAVY CANNON STOVE, the stove the U. S. Gov't. selected for Cantonment heating. Heavy All-cast-iron construction, tightly fitted. A heat producer and a heat holder. Powerful, Economical, Durable. The CASING is Triple Walled,—outside High Grade Blue Polished Steel, inside American Bessemer Iron with heavy Asbestos Covering and a one-inch Air space between the walls. Standard Wrought Steel Casing Rings support it rigidly. FRESH AIR INTAKE of Heavy Galvanized Iron, with Regulating Damper, and made in sizes to meet the requirements of your State Code.

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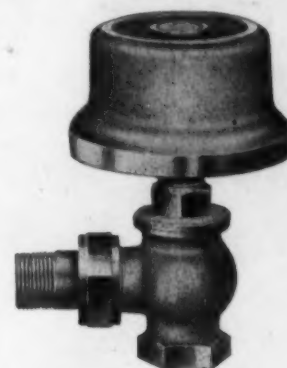
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School architecture like all forms of building construction has now accepted standards. Sizes of classrooms are standard. Fireproof construction is being standardized. Temperature regulation was standardized years ago by Johnson.

After 38 years of experience we have perfected the



Johnson (Heat Humidity) Control

and the satisfactory operation of thousands of school plants tells its own story of our progress. We are not overstating our case when we assert that Johnson is the accepted standard in temperature regulation.

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The Johnson Service Company
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THE OLDEST—THE LARGEST—AND ALWAYS THE MOST PROGRESSIVE

SEATS FOR SMALL CHILDREN (Concluded from Page 30)

He happened along that morning as the last of the seats had been put upon the pile. Miss Meek overheard him saying: "I would enjoy making a bonfire of the whole heap." She chuckled with delight; it was a sort of triumph to know that Dr. Lovejoy understood. He studied causes instead of criticising consequences.

Later in the day, talking with Miss Noble, the principal of the school, he said: "I've noticed the miserable seating in Miss Meek's room, and wonder that she has succeeded as well as she has done."

"Yes," said Miss Noble, "there is one row, the fourth seat from the front, clear across the room, eight seats in all, that are unfit for any child to occupy. The seat is high and the desk in front is low, making it impossible for a child to sit in comfort or even safety."

"I remember," said he, "a book on school gymnastics, which I got hold of a few years ago. It was specially intended to correct injuries to the bodies and limbs of school children who were obliged to use faulty school furniture. Not one hint was in the entire book that it might be a good plan to reduce the unsatisfactory seats and desks to kindling wood and give the children some liberty of movement. 'The principle of slavery still pervades pedagogy, and the same principle pervades the school. I need only give one proof—the stationary desks and chairs.'"

"One great advantage of the movable seats and tables is that they can be taken outside," said Miss Noble, "and while the children are enjoying the outdoor air, the rooms can be made much cleaner. So much dirt gathers around the iron-work that fastens the seats to the floor. These tables that you have chosen for

us, doctor, are quite admirable with their pretty little drawers to hold the children's belongings."

"I am convinced," said the doctor, "that in the near future, there will be a great deal more provision for outdoor work and study in all grades. It seems incredible that there should be provision mainly for giving outdoor work to children of tubercular tendency or to mentally subnormal children."

"I was deeply impressed with the Forest Schools of Toronto that I visited last summer during a vacation spent in Canada. These classes are made up of children below normal, physically or mentally. One, the Victoria Park School, is located beautifully on Lake Ontario. The children work, study, play, and sleep under the shade of grand old trees. Their three meals are served in a dining room with a roof but only one wall. It has a glorious view of the lake. The meals are excellent; I was kindly invited to dine with the children and their teachers when I was a quite unexpected visitor. It was a very delightful day for me, one that I shall never forget. After dinner, the children slept for two hours, on comfortable iron cots, under the trees. Then, a glorious swim in the lake, after which a short session of study. Supper was served at 5:30, and the children went home."

"May the time soon come when all school authorities will realize the seriousness of the problem that the school is trying to solve," said Miss Noble.

THE PRACTICE OF ARCHITECTURE (Concluded from Page 47)

and accuracy of plans, specifications and details, and the construction of the building in accordance therewith; his responsibility to be contingent only on his being accorded freedom in deciding all matters of structural design,

mechanical equipment and the selection of materials and workmen.

5. He must control and regulate the business affairs of the building operation so as to safeguard all interests. He must be just and impartial in deciding all controversies within his jurisdiction, but where his own interests are involved he must submit the controversy to arbitration.—*American Architect*.

Saginaw, Mich. The board has approved increases of ten to twenty per cent for school teachers of the east side.

Beaver Dam, Wis. The board has granted a bonus of \$50 to each teacher. Women teachers in the high school will receive from \$750 to \$1,250.

Cleveland, O. Beginning next fall, the minimum salary of teachers will be \$900.

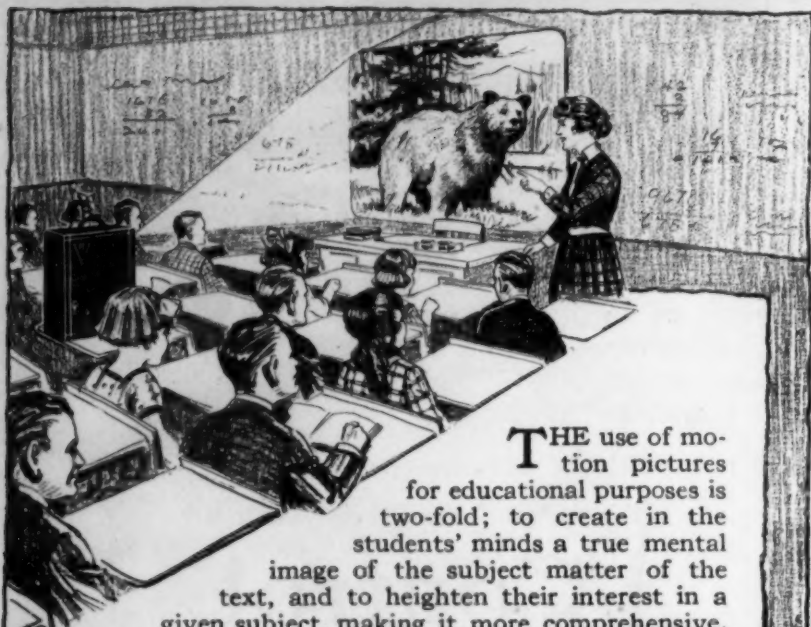
Green Bay, Wis. The board has granted increases of \$150 a year to principals and \$100 to teachers.

Sioux Falls, S. D. The board has adopted a salary schedule providing for salaries ranging from \$700 to \$1,100 in the grades. In the high schools a minimum of \$1,000 is provided with salaries based upon the character of the teaching and the length of service. Yearly increases of \$100 are provided.

LeRoy, N. Y. The board has given increases of \$200 to teachers who have taught in the city schools five years or more, \$150 to those who have taught three years or more, and \$100 to those who have taught less than three years. The minimum salary for grade teachers has been fixed at \$750 per year and for high school teachers at \$900, with increases of \$100 up to the maximum.

San Francisco, Cal. The board has asked the city supervisor to grant the teachers increases of \$20 a month.

Toledo, Ohio. Teachers and principals of the elementary schools have been given increases of \$200. Teachers with twenty years' experience will be given \$300, and those with more than thirty years' experience will be given \$400 additional.



THE use of motion pictures for educational purposes is two-fold; to create in the students' minds a true mental image of the subject matter of the text, and to heighten their interest in a given subject, making it more comprehensive.

This can be properly done only at the time the subject is actually being discussed, i. e., in the classroom. It therefore becomes necessary to have a projector to meet the various conditions that may be imposed upon it. It must, above all things, be portable and as little complicated as any machine can be, requiring no special operator.

The DeVry Portable Motion Picture Projector is ideally suited for school use. It weighs but twenty pounds—takes standard size reels and film—attaches to an ordinary light socket, and operates at the touch of a button.

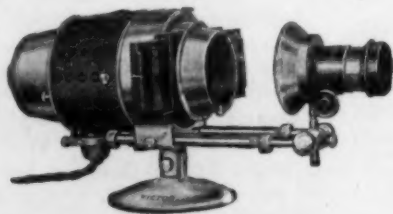
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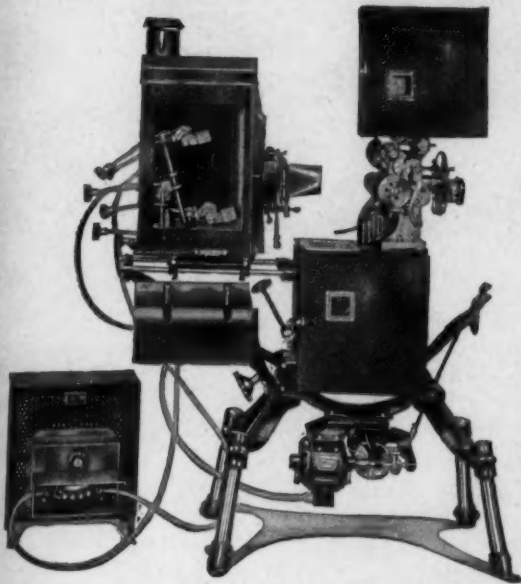
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Pioneers of Projection

NEW YORK, N. Y.

BEATING THE X. Y. Z.'S TO IT.

(Concluded from Page 36)

A similar meeting was shortly afterwards held in New York City, and similar reports issuing from this meeting appeared in the columns of the daily papers at the time."

And again—

"Now, the writer does not mean for a moment to say that there are no preparatory school secret societies composed of self-respecting boys, nor does he mean to say that all the ideals of all these societies are wrong. Undoubtedly this statement would be unfair and incorrect. But he does wish to say most emphatically that the undemocratic idea of the secret society in our democratic public schools is wrong from start to finish. And for every chapter of a secret society in a high school that is so run as to win the commendation of the authorities, one can point to a dozen that are not so conducted. It's the exception that proves the rule.

"If these statements are true, then our fraternity should cut loose at once from the contagion of these high school societies. We cannot afford to have the ——— Fraternity known in many towns as the haven of refuge for boys who are long on prep. school fraternity experience and short on a fair knowledge of the irregular French verbs. We want only the best blood and the best boys in our midst. We have no place for the liar, the sneak and the fifteen-year-old sport. We should not be obliged to knock out of the heads of our freshmen a lot of foolish ideas and worse ideals; we should not permit these boys to try to own allegiance to two masters. Let them choose for themselves—let them enjoy the benefits accruing from the association with their juvenile secret societies, and give up the college fraternity if they will. Such fellows have no business wearing a ——— pin over their hearts, and the prep. school fraternity pin in its usual abiding place—directly over and adjoining their stomachs. No, indeed; we want our freshmen to come to us with minds and hearts unpledged to any other secret society. We want no half-loaves. We want them entirely for our own."

This is fairly good proof, it seems to me.

Now, then, Mr. Schoolman, which alternative

do you intend to follow? What are you going to do with "these amusing boys who call themselves 'frat men?'"

SCHOOL BONDS.

(Concluded from Page 37)

the park system of Kansas City, Missouri, was described. The idea of the city authorities forty years ago was to build a public park system, make the purchase and furnish the upkeep by direct taxation. After overcoming all kinds of obstacles the first land was bought in 1895 and since then about \$11,000,000 has been spent in actual purchase of land. Still, with one unimportant exception, all this was done by assessments against the taxable property. As a result the people of that city feel that these parks are really their own and take a corresponding pride in their preservation and are free to consider new additions without the thought that their children must be forced to pay for them when they arrive at the taxpaying age.

We must all agree that public parks are as permanent as school buildings and I believe that many school bond issues in the past could have been met in the same way.

I feel that the saying "Pay as you go, or don't go" should be followed whenever possible, because I believe that the coming generations are going to face new and as difficult problems as we face and I believe their progress will be in a large way determined by the burden we start them off with.

My conviction is that bonds should not be issued unless absolutely necessary; but, when necessary, for as short a period as possible and only for some project the benefits of which will continue over a long period of years, and never under any condition be issued for a temporary convenience or benefit.

SOME IOWA CONSOLIDATED AND VILLAGE SCHOOLS.

(Concluded from Page 57)

well as adaptability to uses, site and surroundings.

Red Oak High School, Red Oak, Ia.

The high school building recently completed at Red Oak, Iowa, was designed for a capacity of 450 to 500 senior high school pupils, and also to provide manual training, domestic science, laboratory and physical training facilities for the junior high school just across the street.

The second floor contains the manual training, domestic science rooms and gymnasium. The first floor has the superintendent, principal and board rooms, study hall and recitation rooms. The second floor has a large auditorium with stage, recitation rooms, laboratories, etc.

The building is constructed all of fireproof materials, no wood being used except for doors, blackboard moldings, and floors in class and recitation rooms.

The plumbing, heating and ventilating are all of the latest approved type, as is all other equipment thruout the building.

The cost was about \$100,000, exclusive of site and furniture.

A COMPLETE PUPIL RECORD.

(Concluded from Page 60)

enough to stand in a vertical file. It will be noted that for the first two grades, space is only provided for an attendance record and for remarks on scholarship and conduct. For the remaining six grades, space is provided for attendance and for a complete record of scholarship, conduct, etc.

This form of record blank has been used in the Cicero schools sufficiently long to prove its entire practicability. It has made possible reference to the entire record of children after they have left school, and has reduced labor and simplified the entire pupil accounting work of teachers and of the administrative office of the schools.

Part of the course of instruction in most schools is the study of color values and combinations.



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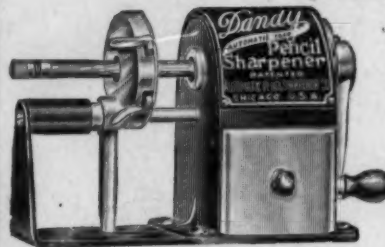
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THE SCHOOL BOARD AND THE RURAL TEACHER.

County Supt. Jessie C. Martiny, of Baraboo, Wis., in her publication, Sauk County Schools, tries to get the school board member and the teacher to see the school problem in the following way:

If I were a school board I would—

1. Visit that little school down the road so as to make the teacher and those little men or women feel that someone is really interested in their progress.
2. Meet the teacher at the schoolhouse now and then to talk over both the good and bad features in connection with my school. Work with her to make this school the best in Sauk County.
3. Before criticizing the work being done in the schoolroom, find out if it is caused by the lack of equipment rather than the lack of teaching ability.
4. See that the pupils are provided with good texts—not the kind I used when a child, but such books as he can comprehend, and will help to learn the new things he must know when he grows up.
5. Encourage the community to cooperate in a constructive way in creating a "school atmosphere" such that the teacher and pupils will feel the community support.
6. Hire that teacher soon so that I would be sure to get the best to be had.
7. When hiring a teacher, consider her in terms of teaching qualifications, personality, etc., rather than in terms of wages. Give her something to work for.
8. Be quick to indorse all good efforts being made to truly Americanize my school and my community.

If I were a teacher I would—

1. Try to win the confidence, respect, and love of every child who comes to my school.
2. Appeal to each child thru the avenues of his interest.
3. Put myself in the place of the child, think as he does, feel as he does, imagine myself sitting at his seat and watching me as his teacher. Will I do, say, and teach things as I am doing, saying,

and teaching things? A child's criticism is never far from right.

4. Remember that I am either making or marring ideals each day as I stand before them.
5. Get acquainted with every mother and father in the district. Meet them on their grounds. Interest myself in their problems and work.
6. Be square with my school board, frank in my criticism, open to suggestions, cooperative in spirit, firm in stating what I believe to be for the best interests of my school, and square in all my dealings with them.
7. Believe in myself, in my desire and ability to do something for those about me.
8. Smile.

LIBRARIANS' CONFERENCE OF THE MICHIGAN SCHOOLMASTERS' CLUB.

At the high school librarians' conference of the Michigan Schoolmasters' Club held at Ann Arbor on April 4th, the discussion centered on the importance of fixing the status of the librarian in the school. Statistics gathered by Miss Poray of the Northwestern High School, Detroit, show that the library is not equipped commensurate with that of other departments of the school and that the salary of the librarian is not up to standard.

A resolution presented by Miss Florence Hopkins of Central High School, Detroit, and adopted by the conference, reads as follows:

First: Good service from libraries is indispensable to the best educational work.

Second: The wise direction of a library requires scholarship, executive ability, tact, and other high-grade qualifications, together with special training for the effective direction of cultural reading, choice of books, and teaching of reference principles.

Third: Because much latent power is being recognized in the library, and is awaiting development, it is believed that so valuable a factor in education should be accredited a dignity worthy of the requisite qualifications; and that, in schools and educational systems, the director of the library should be recognized as a department head, who shall be enabled to undertake progressive work, be granted necessary assistants, and

be compensated in status and salary equally with the supervisors of other departments.

For every one thousand students in daily attendance a full-time trained assistant librarian is needed.

In large high schools of 2,000 and 3,000 daily attendance, a second assistant should be appointed, and a library clerk or page or student pages employed.

A minimum annual appropriation per student should be determined for books, pictures, magazines and newspapers. For books alone a minimum of fifty cents a student is needed. Not less than \$40 a year is needed in even small high schools for magazines.

A minimum of three recitation periods per year should be given in each English course to graded instruction in the use of books and libraries.

The salary of a high-school librarian should be adequate to obtain a person with the qualifications set forth in this report. It should not be lower than that of the English teacher, but it may be necessary to pay a higher salary when there is an over-supply of English teachers and an under-supply of librarians.

In high schools having heads of departments the librarian should be made head of the library department with status equal to that of heads of other departments.

Chicago, Ill. Girl students of the Lake View High School have adopted gingham dresses as the apparel for school wear. The uniform is on the lines of a middy suit in one piece and may be had in two colors, white and blue.

Cedar Rapids, Ia. The board has appointed a committee which is to present a practical plan for the handling of the financial matters of high school athletics. The action became necessary because of a reduction of the receipts and the inability of the athletic department to meet the financial obligations.

The school board of Cedar Rapids, Ia., in a recent decision, ordered that the new rule prohibiting the use of school buildings for teaching foreign languages be enforced. A request had been made that the board permit the holding of a summer school for the teaching of the Bohemian language.

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Goff & Mayne's First Principles was one of the pioneer texts in agriculture and it is today, as it has been for fourteen years, as widely used in country schools as any of the newer works. In the present edition, the authors have rewritten considerable sections of the book to conform to the newest teaching purposes and practices. They have strengthened the emphasis on wheat, corn and semi-tropical fruits and have given a new slant to the discussion of soils and soil fertility. New questions and projects for the school experimental plot have been provided. The book is brief, but ample and well adapted to the abilities of students and the time limits set in the average rural school.

Elements of Plane Trigonometry with Complete Tables.

By Alfred M. Kenyon and Louis Ingold. Cloth, 260 pages. Price, \$1.20. Macmillan Co., New York.

This book presents a very much abbreviated and simplified course in plane trigonometry, for high schools, evening classes and trade schools. Its purpose is to present a minimum of theory of immediate usefulness.

First Course in Algebra.

By Walter B. Ford and Charles Ammerman. Cloth, 334 pages. Price, \$1.20. Macmillan Co., New York, Chicago, Boston.

This is the first volume of a two-book series for high schools and carries the work thru to, and including, quadratics. It is very clear and com-

plete in its presentation of topics and includes a wealth of exercises based upon practical problems. The principles of factoring are introduced in a very simple way in the chapter on multiplication but the operation is completely developed in its logical order in a later chapter. The use of tables is emphasized and graphical methods are taken up following fractional equations and proportion. The book appeals to us as entirely satisfactory.

Number Stories of Long Ago.

By David Eugene Smith. Cloth, 136 pages. Price, 48 cents. Ginn & Co., Boston.

To the reviewer, so-called supplementary number readers, intended to teach the fundamentals of arithmetic in story or play form, have been insufferably uninteresting. Only in very rare spots have they shown an understaffing of child interests. The present book is a decided novelty and upsets all preconceived notions about the impossibility of adding a human touch to arithmetic. Dr. Smith has told the history of mathematics from the earliest times to the end of the middle ages by a series of charming stories in which boys and girls of ancient China, Egypt, Greece, Rome, Arabia and of mediaeval Europe are the characters. No real boy can fail to get an appreciation of what numbers mean after reading about Lugal who used a pointed stick to impress his figures on clay. The tiresome multiplication tables have a new meaning in the story of Ahmes who scribbled on papyrus and division is less troublesome when we are told of Filippo's old "scratch method." Magic squares, and number tricks, are as charming today as they were centuries ago when they afforded neutral gymnastics for Chinese boys and for the children of the so-called dark ages.

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The Teaching of Shorthand in Intermediate or Junior High Schools. Part I.

By W. L. Mason. Paper, 50 pages. Price, 35 cents. Isaac Pitman & Sons, 2 West 45th St., New York.

This is a teachers' handbook and outlines in

detail the author's method of teaching Isaac Pitman shorthand. It is valuable, we think, not only as a guide but as a contribution to the methodology of commercial education and will help to improve and unify the teaching of this important business subject. More books of similar type are needed to unify and modernize practice.

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Irving's famous tales are here accurately reproduced in the amanuensis style of phonography.

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Edited by William Dodge Lewis and Edgar A. Singer. Cloth, 820 pages. Price, \$0.60. John C. Winston Co., Philadelphia, Chicago.

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(Continued on Page 101)

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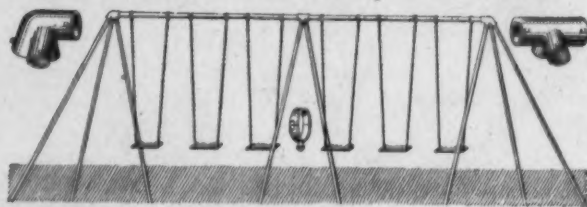
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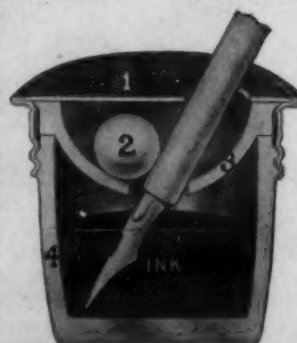
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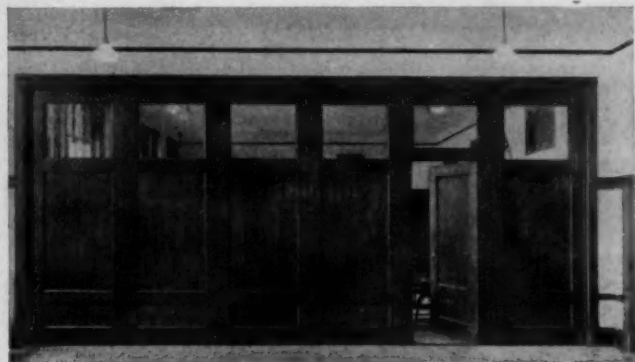
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(Continued from Page 99)

American Leaders.

Book I. By Walter Lefferts. Cloth, 329 pages. Price, 92 cents, net. J. B. Lippincott Co., Philadelphia.

This story-history is the first of two companion volumes, written with the approval of the committee of eight of the American Historical Association.

Among the sketches of those who have helped to make our country independent, strong, large, are the names of explorers, merchant-princes, leaders on land and sea, bankers, financiers, statesmen. Maps, illustrations, lists for discussion and library work enlarge the scope of the text, while the clearness of the style cannot fail to impress children "who must, in their own way, also enlist in the service of America."

A School History of the Great War.

By Albert E. McKinley, Charles A. Coulomb and Armand J. Gerson. Cloth, 192 pages. Price, 60 cents. American Book Co., New York, Chicago, Boston, Cincinnati, Atlanta.

With a Peace Congress still in session, with articles of peace still unsettled and unsigned, it would seem early days for even a school history of our great war.

Still our national board for historical service has authorized the preparation of this book which is virtually an expansion of an outline of the study of the war, published by the United States Bureau of Education in August, 1918. In the opening chapter, an account of the ambitions of European nations for one hundred years before August, 1914, forms an admirable historical background. Suggestions for study, references to source material a chronology, ably supplement the main text.

Graded Readers, Second Reader.

By Joseph H. Wade and Emma Sylvester. Cloth, 190 pages. Price, 44 cents. Ginn & Co., Boston, New York, Chicago, Atlanta, Dallas, San Francisco.

In this reader groups of words that rhyme, of new words, of much-used phrases are means used to increase the reading vocabulary of a child. The stories appeal to the mind and the imagination, while the illustrations in black and white are soft and restful.

Readings From English and American Literature.

By Walter Taylor Field. Cloth, 612 pages. Price, \$1. Ginn & Co., Boston, New York, Chicago.

These readings begin with Chaucer, with the archaic English forms eliminated—include the most important English and American writers to the present day—tho it must be admitted the names of women are conspicuous thru their absence, and close with a section on the literature of the Great War.

Designed for the seventh and eighth grades or junior high school, these readings are equipped with biographies, portraits, vocabularies, questions for collateral reading. The biographies are exceptionally good, leaving a clear-cut mental picture of the author's personality. The questions are searching; the suggestions timely. Both will, in the editor's phrase, help readers to find out how much they have missed in the first reading.

Easy Spanish Reader.

By Joel Hatheway and Eduardo Berge-Sofer. Cloth, 386 pages. Price, \$1.10. The Macmillan Co., New York.

In studying a modern language more and more stress is now laid upon learning to speak that language. Owing to the present commercial possibilities with South America, ability to speak the Spanish language is becoming really important.

In this textbook, as in some English readers, the same characters appear in chapter after chapter. They form a continued story. In the interest of simplicity, a special grammatical point is made prominent in every chapter and words exemplifying certain points are printed in black type. A good deal of dialogue makes the use of everyday idioms natural. The omission of some difficult points, the interesting character of the reading, renders the book true to its title.

New High School Arithmetic.

By Webster Wells and Walter W. Hart. Cloth, 358 pages. Price, \$1.20. D. C. Heath & Co., Boston, New York, Chicago.

A number of modern features are found in this arithmetic. The graph is used as it should be used, as a tool to express practical work, not as

a diagram to be studied, understood, then let severely alone. More work than usual is given in connection with the tables of the metric system. Why should these tables appear, if nothing is done with them? War savings stamps, state and United States income and inheritance taxes form conditions of problems. In general, it may be said the problems handle conditions in the industries of the present. It is well, in theory, to have this intimate connection between a textbook and actual life. In practice, the results are largely determined by the attitude of the teacher.

Constructive Dictation.

By Edward Hall Gardner, A. M. Cloth, 376 pages. Price, \$1. The Gregg Publishing Co., New York, Boston, Chicago, San Francisco.

The object of this book is to present a collection of material so graded as to be effective in the development of shorthand speed and so varied as to give an extensive business and shorthand vocabulary.

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A Laboratory Course in Physics of the Household.

By Carleton John Lynde. Cloth, 146 pages. Price, 90 cents. The Macmillan Co., New York.

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PUBLICATIONS.

Wisconsin Memorial Day Annual for 1919. Compiled by O. S. Rice, supervisor of school libraries, and issued by C. P. Cary, state superin-

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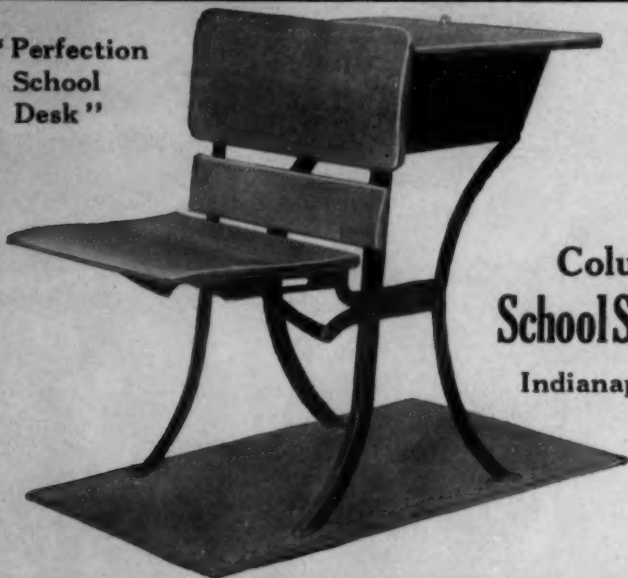
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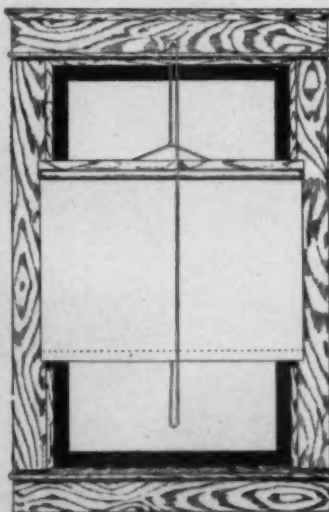
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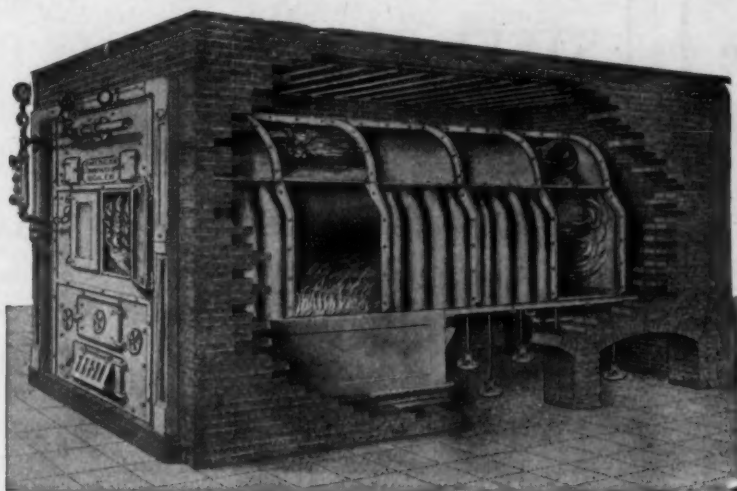
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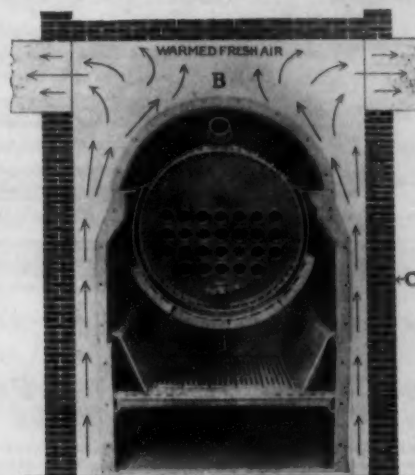
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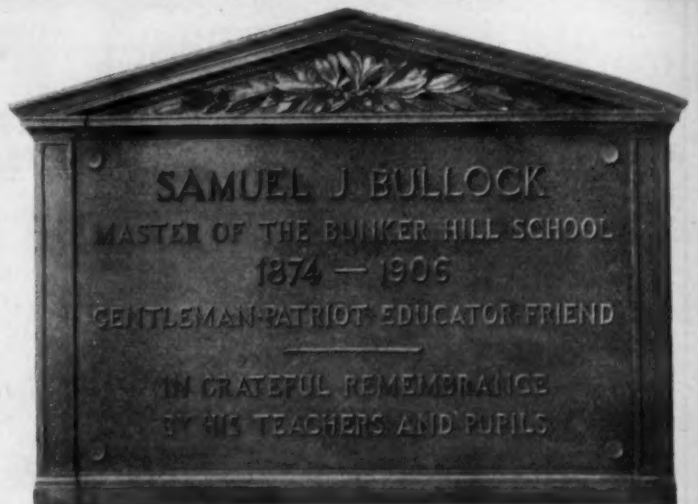
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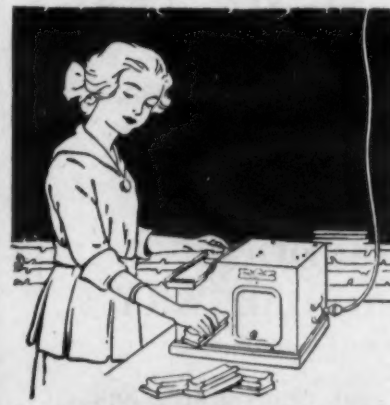
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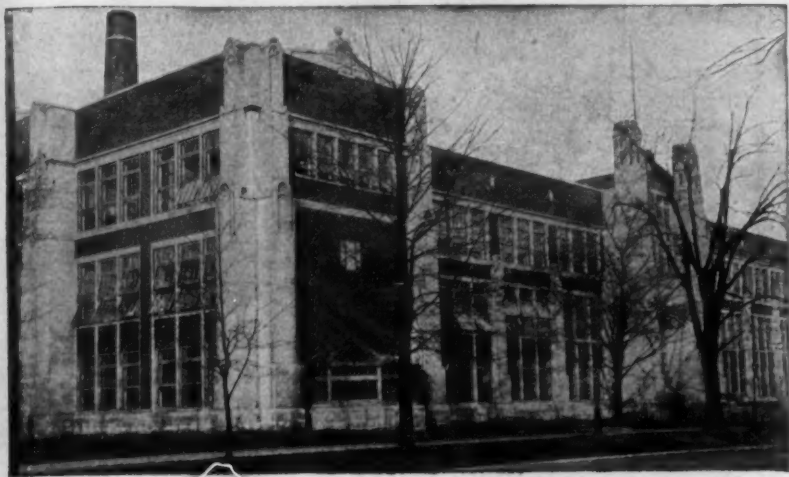
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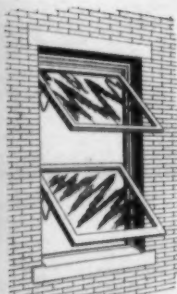
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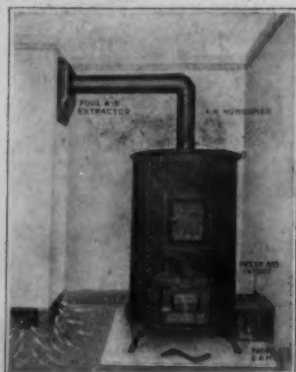
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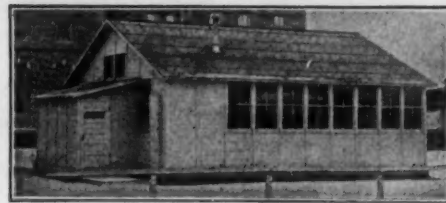
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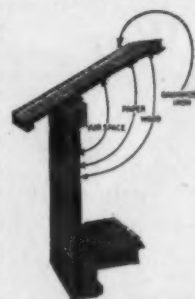
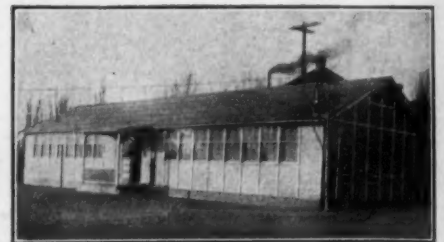
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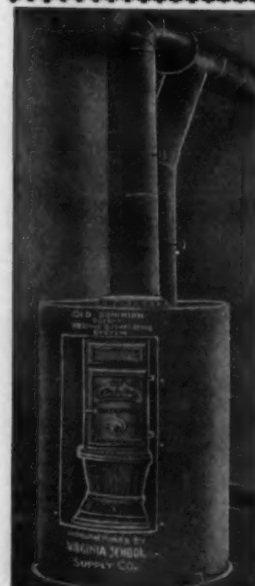
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Hansen's Clocks—For positive, punctual and lasting service, are the best known. They are easy to install and easy to manage. Write for a copy of our catalog today. Hansen Manufacturing Co., Princeton, Ind.

Pencil Catalog—Write for your copy today. Jos. Dixon Crucible Company, Dept. 31-SJ, Jersey City, N. J.

MAPS

Geographical and Historical—We will send samples for examination on request. McConnell Map Company, 17 South Desplaine St., Chicago, Ill.

SAMPLES

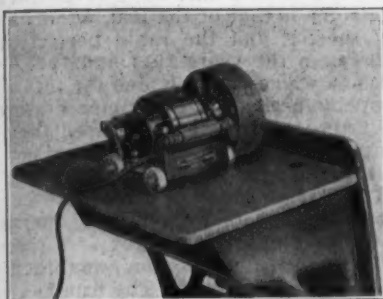
Free Samples—Johnson Window Shade Adjuster. Sent Parcel Post to school boards stating their needs. The Standard adjuster for years. Thousands of schools now using them. Will quote lowest prices. R. R. Johnson & Co., Wauseon, Ohio. (Formerly of Chicago.)

HELP WANTED

Wanted—experienced school supply man to travel the state of Montana. Address, McDowell Company, 112 North Broadway, Billings, Montana.

Soiled Desks Are Not Spoiled Desks

It is not necessary to buy new desks every few years just because the



tops are scratched, and the varnish partly worn off. Naturally this makes the desk poor in appearance. An Automatic Electric Surfacing Machine however, will quickly make the desks like new. The little Electric Machine rapidly and cheaply resurfaces your old desk making them like new.

By using a coarse sandpaper first the old varnish is quickly removed, and by finishing with a fine grade the surface is made smooth and attractive.

Free trial offer. Ask about it.

WAYVELL CHAPPELL & CO.

Dept. F, 414 W. Grand Ave. CHICAGO, ILL. Telephone Superior 6864

here's a sanitary way to furnish soap in your gym—

If shower baths are to be really successful soap must be furnished. A large cake of soap, left in the shower for general use, is unsanitary. Dispensing individual cakes of soap is expensive.

The PALMOLIVE Vending System solves the problem. A penny in the slot brings a small cake of soap. Machine requires no attention. The system can be installed in your school without cost. Ask for free book, "Soap and Clockticks."

THE PALMOLIVE COMPANY

Dept. A-6, Milwaukee, Wis.

Specialists in Individual Soap for Gymnasiums

The Norton Liquid Door Check with Hold-Open Arms



especially adapted for schoolhouse work.

WHY IS THE NORTON CHECK WITH HOLD-OPEN ARMS THE BEST SUITED FOR SCHOOLHOUSE WORK?

1st. The doors are closed with a uniform speed, which gives the pupils a chance to go through a door without getting caught or injured.

2nd. Having two speeds—the speed at the latch can be set for absolute quiet—no latch necessary.

3rd. The Holder Arm attachment for holding a door open is automatic, a child can operate it—just a push or pull on the door is all there is to do to it. Every schoolroom should have one.

Approved by the National Board of Fire Underwriters Laboratories

THE NORTON DOOR CHECK CO., 904 W. Lake St., CHICAGO, ILL.

Steel Lockers

for Schools and Clubs

Write for Full Catalog

THE ARMOR CLAD MFG. CO.

CANTON, OHIO



LET US HELP YOU PLAN YOUR PLAYGROUND

HAS NO EQUAL



Patented

Cable Spring Improvement Perfects This Tooter-Totter Safety

Tothill's Playground Apparatus

are durable, strong and above all perfectly safe. Now used in many of the largest parks and school playgrounds in the country. We can refer you to them.



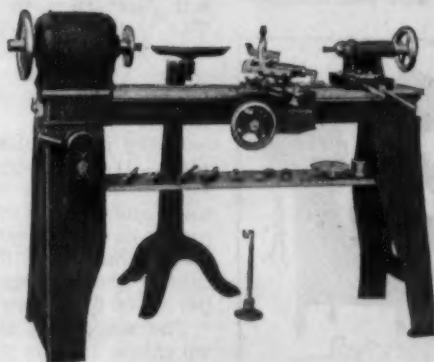
SLIDE BOARD IS ALWAYS PROTECTED FROM THE WEATHER

Patented

We carry a complete line of the most popular Playground Apparatus on the market.

We guarantee every piece of Playground Apparatus we make. Write today for our catalog on "Playground Apparatus."

W. S. TOTHILL, (Established 1875) 1807 Webster Ave., Chicago, Ill.



If In Doubt

consult the School Authorities of Buffalo, Jersey City, Memphis, San Francisco, Winnipeg, Rochester and a hundred other cities we could name if space permitted and learn what they think of American

Woodworking Machinery for Manual Training Work.

Every School Board should have our catalog on file. Let us send you a copy.

American Wood Working Machinery Co.

591 Lyell Avenue, Rochester, N. Y.

AFTER THE MEETING



FRANCE.

The following "Composition" was written by Henry McHugh Reed, a 10-year-old boy in the Plattsburg, Mo., schools. It was written without previous preparation or instruction on the part of the teacher, during a period of fifteen minutes, and was sent to us by the boy's uncle, a member of the Plattsburg board of education.

France ranks among the leading nations of Europe. It has been invaded by Germany. Her brave soldiers stopped the Teutons at the Marne, and the English allies with France and their men did splendid work on the Somme. France's capital is Paris. Marseilles is the chief port. When the Germans were close to Paris the government planned to move to Bordeaux, another of France's large cities. Lyon is a chief city for flax. The rivers are the Rhone, Matz, Meuse, Aisne, Somme, Marne, Seine. The products are cotton, flax, wine. In the beginning of the war France was taken unprepared so the Germans got close to Paris until the British stemmed the tide. Alsace-Lorraine was taken from France by the Germans in 1870 and now in the peace terms France is going to regain her lost territory. France is a Republic and ruled by a President.

A Matter of Sex.

Teacher: Now, children, here's an example in mental arithmetic. How old would a person be who was born in eighteen eighty-eight?

Pupil: Please, teacher, was it a man or a woman?—Woman's Home Companion.

A Good System?

It was the little lad's first report card and he presented it to his mother with a bit of misgiving for there was one mark that worried him. Among the excellent standings the mother read, "Deportment 99," and she was pleased; but just as he had feared, she said, "You must have whispered." "Well," replied the little fellow, "I guess maybe I did whisper that many times but I didn't think she saw me."

A Spartan Father.

Recently a first-year high-school pupil handed her history teacher what she evidently considered an exhaustive and final study of Lacedaemonian customs. In it she stated that one Spartan habit of strengthening youth was to compel the boys to sleep always on beds of thistles.

The incident reminds one of a story that is told of one of the Camerons of Lochiel.

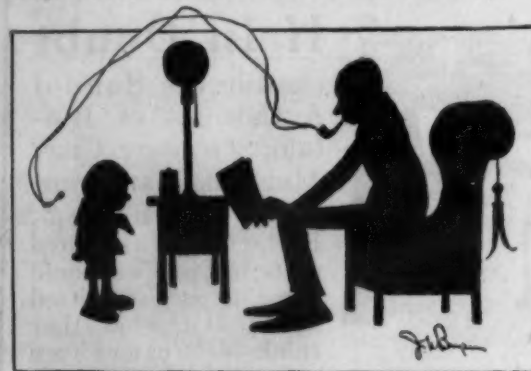
The chief, when bivouacking with his son in the snow, noticed that the lad had rolled up a snowball to make a pillow. He thereupon rose and kicked it away, saying sternly, "No effeminacy, boy!"—Youths Companion.

Her Pride Touched.

A teachers' meeting was in progress, and it was decided that the more difficult subjects should come in the morning, and those that required less application later in the day. History was last on the list, and Miss Wheeler, the young teacher, protested.

"But it certainly is easier than science or mathematics," the principal insisted.

"As I teach it," replied the young teacher, "no subject could be more difficult and confusing."



An Equal Chance.

"I'm not at all pleased with this report from your teacher, young man. She says you are at the foot of the class."

"That's all right, Pa. They teach the same at both ends."—Brownings.

A Shot at Scientists.

Paul J. Rainey, whose big game hunt in Africa has made him the champion lion slayer of the world, was asked in an interview in New York a question about the habits of lions.

"I can't answer that question," the young millionaire said, with a smile, "and I shan't pretend I can. Why should I emulate the scientific lecturer?"

"A scientific lecturer, at the conclusion of a lecture of the most obtuse description, took a sip of water and said:

"Question time. If any one now has any question of a scientific nature to ask I shall be glad to answer it to the best of my ability."

"An old lady in a plaid shawl rose and said: 'Will you please tell me why it is, sir, that wet tea leaves kill roaches?'"

"The lecturer knew no more than Adam why wet tea leaves killed roaches, but, not to be non-plussed, he answered glibly:

"When a roach, madam, sees a wet tea leaf he exclaims, 'Hullo, here's a blanket!' and then wraps himself up in it, falls asleep, and, naturally catches a severe cold, which, developing into pneumonia, in a few days kills the unfortunate insect."

His Own Words.

With an idea of testing his pupils' knowledge of their mother tongue, a Boston school teacher wrote on the blackboard the well-known proverb, "A wink is as good as a nod to a blind horse."

Then he told the class to rewrite this saying, using their own words, but retaining the original meaning of the sentence.

One youngster wrote: "A spasmodic movement of the optic is as adequate as a slight indication of the cranium to an equine quadruped devoid of its visionary capacities."—Corate.

Proud, But —

The school committee had met to hear the complaints of a citizen's committee on an old school-house.

"I don't understand why the people of the Hill district should complain of this building. We had two rooms painted last year and repaired all of the windows. Blankville may be proud of all its schools."

"Yes," said the spokesman for the delegation, "we are proud of our schools, but—in the Hill school:

"The ventilation is wretched.

"The basement is a catch-all for refuse.

"The boiler is in a dangerous position under the main stairs.

"The stairs are not fireproof.

"The lighting is deficient.

"There is no assembly room.

"The toilets are of an insanitary range type.

"The plumbing is—"

The chairman rapped his gavel on the table. Said he: "We have heard enough reasons to be ashamed of the Hill School. A motion will be in order to investigate the conditions with a view to renovating the building thoroly."

QUESTIONS AND ANSWERS.

Janitors' Bonuses.

43. Q:—The school board has suggested that I work out some scheme by which the janitor can be placed on a bonus system in saving coal. Can you suggest any books or magazines or schools where such a scheme has been worked out?—E. S.

A:—The only city known to have such a system is Paducah, Ky., which offers a bonus of \$1 for every ton of coal saved during a given year. It is required that the saving shall be effected without discomfort to the occupants of the rooms. The method of securing that economy is to give each janitor a statement of the amount of coal which he used during the previous year, and if he can show any reduction over this, the bonus is paid to him.

There is one difficulty in the operation of the plan. If there should be a severe winter next year the janitors would be at an unfair advantage, and altho they might try very hard to economize in fuel, they might be able to show no results. Such a difficulty might be obviated by taking the average coal consumption during a period of five years back.

The amount of the bonus paid is quite ample, we think, for the first year, after such a plan is introduced. During the second year further economies are not easily possible and some scheme must be worked out by which the janitors may maintain their average consumption and be rewarded for maintaining it. It might be practical to allow the bonus which they earn during the first year and to add to it a slightly increased bonus for still further economies.



BUYERS' NEWS COLUMN

AMERICA'S OPTICAL EMANCIPATION.

The war from which we have come with victorious arms has not been altogether a curse. Out of it have come many blessings to the nation—morally, socially, and economically. The severance of relations with Germany has thrown American manufacturers upon their own resources for many kinds of products. Optical glass is an illustration of a product that formerly was made exclusively in Germany altho the raw material for it largely came from the United States. As a result of the war an American manufacturer undertook the production of optical glass and has succeeded in making varieties that are in every way equal to the best German and Bohemian glass.

The Bausch and Lomb Co. has had an interesting history and one of the most romantic episodes in its story is that of the making of optical glass at Rochester, and the rapid perfection of the glass between the years 1914 and 1917. Mr. Wm. Bausch to whom credit is due for this work of the company began his experiments secretly more than fifteen years ago and carried them on without interruption in a little laboratory far from the large factories of the firm. When the supplies of the best grades of glass were cut off in 1914, the experiments were greatly increased in scope and were shortly brought to successful conclusion. Quantity production was then attempted with splendid results. The firm has been producing the best grades of crown and flint glass since 1916, and has employed them successfully in the manufacture of high grade anastigmat lenses and other forms of optical lenses.

An interesting illustrated history of the work appeared in the Scientific American Magazine for May 3d.

CHANGE NAME.

The McFarland-Hyde Company, manufacturers of the well known Wilson Reverso windows, the McFarland blaze extinguishers, and other building specialties, have recently changed their corporate name to J. C. McFarland Company. The new title does not carry with it any change in the officers or the management of the firm, or any change in its policies. The firm's offices and factories are continued at 27 South Wells St., Chicago, Ill., and 1123 Broadway, New York City.

ISSUE NEW CATALOG.

Moline Heat, manufacturers of the well known Moline specialties for heating and ventilating buildings, have just issued a new catalog illustrating and describing the several devices which they manufacture and their application to institutes, office buildings, apartments, and hotels. The new book is not a catalog, in the usual sense of the term, but is rather a non-technical descriptive book showing the application of Moline heat devices to large buildings and groups of buildings.

The book is invaluable for members of school boards and others who are interested in school building problems. A copy will be sent free upon application to Moline Heat, Moline, Illinois.

THE DOWNING-MALONE BILL.

The Downing-Malone bill providing definite salaries for teachers thruout the state of New York has been approved by the governor and is now a law.

The bill is an amendment of the education law which provides increases in salaries of the teaching and supervising staff of the public schools thruout the state and increases the allotment of state funds to cities and rural school districts.

The bill establishes the principle of equal pay for women, corrects present discriminations and increases the inadequate salaries now paid to members of the teaching staff. It affects 53,000 school teachers.

"Richard," asked the teacher, suddenly, "have you learned your history lesson?"

"No'm," answered the idle boy, slowly, "I ain't had no time for nothing but my grammar lesson yet."

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O. F. Will
ADJ

Oliver C.
L. O. Dra
Aerohade
Walger A
Perennial

AIR
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Berry Eng
Mollie He

F. S. Pay
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E. W. A.
Weber Cos

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Penna. Str
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DRAV

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If an

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Aeroshade Company
Walger Awning Co.
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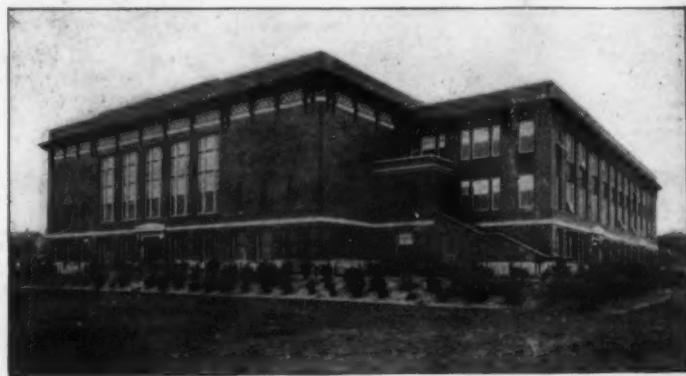
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